

VISIT...

LANZAROTE
Caliente.COM

Critical Thinking Co.
EMPOWER THE MIND!

01507BBP
Grades 5-6

READING

DETECTIVE A1

\$23.99

1507 307
BR 4-6 BKA READ



USING HIGHER-ORDER THINKING TO IMPROVE
READING COMPREHENSION



ORIGINAL
FICTION &
NON-FICTION
TOPICS

AWARD
WINNING
LITERATURE

A VARIETY
OF GENRES
& STYLES

**CHERYL
BLOCK**

**CARRIE
BECKWITH**

**MARGARET
HOCKETT**

**DAVID
WHITE**

A1

READING DETECTIVE®

Using Higher-Order Thinking to Improve
Reading Comprehension

SERIES TITLES

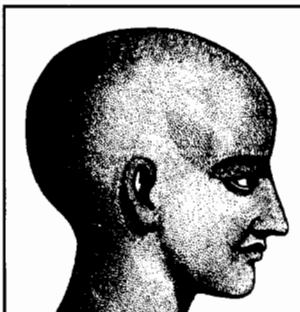
Reading Detective Beg.
Reading Detective A1
Reading Detective B1
Reading Detective Rx

Math Detective Beg.
Math Detective A1
Math Detective B1

Science Detective Beg.
Science Detective A1

Written by Cheryl Block, Carrie Beckwith,
Margaret Hockett, and David White

Pen and Ink Illustrations by
Susan Giacometti



© 2001

THE CRITICAL THINKING CO.
(BRIGHT MINDS™)

www.CriticalThinking.com

P.O. Box 1610 • Seaside • CA 93955-1610

Phone 800-458-4849 • FAX 831-393-3277

ISBN 0-89455-767-X

The individual purchaser of this book is licensed to reproduce the student pages
for use within one home or one classroom.

Printed in the United States of America

TABLE OF CONTENTS

TEACHER INTRODUCTION

Teacher Overview	v
Skills Matrices	vii

STUDENT SKILLS LESSONS

What is <i>Reading Detective</i> ?	xi
Making Inferences	xii
Making Generalizations	xiv
Using Figurative Language	xvi
Developing Vocabulary Using Context	xviii

STUDENT ENRICHMENT

Enrichment: Literature Essay Questions	xx
--	----

PRETESTS

Fiction Pretest: A “Dog-gone” Day	2
Nonfiction Pretest: Quartz: Our Most Common Mineral	6

LITERATURE EXCERPTS and ACTIVITY PAGES

1. <i>Fudge•a•mania</i>	10
2. <i>Mr. Popper’s Penguins</i>	12
3. <i>Maniac Magee</i>	14
4. <i>Owls in the Family</i>	16
5. “Rikki-tikki Tavi” from <i>The Jungle Book</i>	18
6. <i>Where the Red Fern Grows</i>	20
7. <i>Island of the Blue Dolphins</i>	22
8. <i>Blue Willow</i>	24
9. <i>The Witch of Blackbird Pond</i>	26
10. <i>Charlie’s House</i>	28

FICTIONAL SHORT STORIES and ACTIVITY PAGES

11. Iggy	32
12. Caught White-Handed	34
13. Letter from the Mother Lode	36
14. Bad Reputation	38
15. A Shot at Problem Solving	40
16. Capsized!	42
17. A Uniform Approach	44
18. The Bear and the Bees: A Fable	46
19. My First Alien Sighting	48
20. Farm Girl	50

21. Riddle Time	52
22. Pet Overpopulation	54
23. A Tale of Two Boarders	56
24. Little Squirt, Big Squirt	58
25. No Show	60
26. Truth or Dare	62
27. Case of the Missing Diamond	64
28. Buttered Up	66
29. It's All Downhill	68
30. Teacher Turns Eleven	70

NONFICTION ARTICLES and ACTIVITY PAGES

31. "Pokey-pines"	74
32. Making "Sense" Out of Poetry	76
33. Defining Geometry	78
34. Cesar Chavez: a Biography	80
35. How to Make Dough Ornaments	82
36. All Around the Sun	84
37. What Do Owls Eat?	86
38. Comanche Horsemen	88
39. Blowing Hot and Cold	90
40. The Challenger Disaster	92
41. Little Green Food Factories	94
42. Ancient Egyptian Hieroglyphs	96
43. Almonds for Sale	98
44. The Food Chain	100
45. Who Was Benjamin Banneker?	102
46. The Land Down Under	104
47. Dress Like an Egyptian	106
48. Natural Rhythm	108
49. Jackie Robinson, All-star	110
50. Magellan's Voyage Around the World	112

POSTTESTS

Fiction Posttest: Half Dozen to Go	116
Nonfiction Posttest: The Good in Forest Fires	120

ANSWER KEYS

123

GLOSSARY

206

LITERATURE CITATIONS

207

SAMPLE ACTIVITY FROM READING DETECTIVE™ B

209

TEACHER OVERVIEW

This program uses higher-order thinking skills to develop students' reading comprehension. The reading skills are based on state reading standards and assessment tests for grades 5 and 6.

The goal of the program is to teach students how to analyze what they read. Students answer questions based on a passage then provide supporting evidence from the text for their answers. Each sentence is identified with a superscripted number; each paragraph has a letter. Students use these numbers and letters to cite specific sentences and paragraphs as evidence.

The purpose in asking for evidence is to

- encourage students to go beyond simple recall of information.
- require students to support their answers by drawing on specific information from the passage.
- clarify for the teacher a student's thinking about and understanding of the material
- require students to analyze the passage in greater depth

Contents

The book contains three types of reading passages:

- nonfiction articles on a variety of topics in the different content areas
- fictional stories in a variety of writing styles
- literature excerpts from award-winning and well-known authors frequently read in schools

Each exercise provides a passage the student must read followed by a series of questions. Most of the question are multiple choice or short answer, the formats used on state reading assessments. Each question requires students to use one of the skills listed on the reading skills matrix. Definitions are given for key vocabulary words and technical terms.

Pre-and posttests are included to offer a general assessment of students' skills prior to starting the program and after completing it. Two passages, one fiction and one nonfiction, are offered for each. These tests are NOT intended as a diagnostic tool to assess an individual student's reading abilities. They are simply meant to give you an idea of your students' general level in reading comprehension. They should be used only for determining which skills and lessons to focus on.

We have included student lessons to introduce and/or review some of the higher level skills that students may not be as familiar with, such as inference. All the lessons can be given prior to starting the program, or specific lessons can be used on pretest results.

A key component in this book is discussion of answers. The teacher's manual gives suggested answers with supporting evidence. However, many of the questions (inference and prediction for example), are open to interpretation. It is important to discuss with students how they came up with their answers and how the evidence supports their answer. If you feel a student has made a good case for his response, accept that answer. The key to this program is encouraging students to think about what they read in order to better understand it. We give what we consider to be the best possible answer based on the evidence, but this does not mean that there is only one right answer. The evidence that a

student gives is the key to pinpointing his understanding, and some of the evidence is subtle and open to interpretation.

The Use of Inferences in this Book

Students can be taught to make good inferences without actually knowing the word “inference.” In this book, most of the inference questions in the student activities do not use the term “inference.” However, it is a good idea to introduce the terminology along with the concept.

The Use of Generalization in this Book

Students can be taught to make good generalizations without actually knowing the words “generalization” and “generalize.” In this book, the questions requiring generalization in the student activities do not use the term “generalization.” However, it is a good idea to introduce the terminology along with the concept.

In the lesson, students are asked to answer the following question on their own. What general statement could you make about Lisa based on the information given below?

1. Every day, Lisa greeted the neighbors on her way to school. She waved at the milkman and brought old Mrs. Newcomb her morning paper. She smiled at the joggers as they ran through the park. She knew the doorman at the hotel and the crossing guard by name. Everyone knew and liked Lisa.

Possible Answer: Lisa was a friendly person. She greeted people. She helped people. She made friends with people, and they liked her.

The Use of Figurative Language in this Book

At this level of the Reading Detective series, the questions usually avoid asking for specific figures of speech except for simile and metaphor. Most questions ask students to identify the use of figurative language or to tell how a figure of speech is used, without requiring a specific term. For example, idioms are used in the excerpt from “Rikki-tikki Tavi.” Students are asked to explain what they think the idiom means, but not to identify it as such. Even so, it is a good idea to introduce the terminology along with the concept.

In the lesson, students are asked to answer the following question on their own. Can you identify how figurative language is used in the next passage?

2. I watch the daffodils poke their sleepy heads through the soil. In a matter of days, bright yellow daffodils are nodding cheerfully in the garden. Clusters of purple hyacinth stand at attention between them.

The writer describes the spring flowers in human terms. The daffodils “poke their sleepy heads” and “nod cheerfully.” The hyacinths “stand at attention.”

SKILLS FOR READING COMPREHENSION/LITERARY ANALYSIS GRADES 5-6

LITERATURE PASSAGES

READING COMPREHENSION SKILLS		Fudge • a • mania	Mr. Popper's Penguins	Maniac Magee	Owls in the Family	Rikki-tikki Tavi	Red Fern	Blue Dolphins	Blue Willow	Witch of Blackbird	Charlie's House
READING											
Compare/contrast											
Define vocabulary in context											
Distinguish cause/effect											
Distinguish fact/opinion											
Draw conclusions											
Find supporting details											
Identify author's purpose											
Identify main idea											
Make inferences											
Make generalizations											
Make predictions											
Read for details											
Sequence facts, steps											
Use tables, illustrations, etc											
LITERARY ANALYSIS											
Analyze character traits											
Identify key events in plot											
Identify theme											
Identify figurative language											
Identify setting											
Predict outcome/resolution											
Recognize conflict											
Recognize point of view											
Sequence events											

SKILLS FOR READING COMPREHENSION/LITERARY ANALYSIS GRADES 5-6

FICTION PASSAGES

READING COMPREHENSION SKILLS	Iggy	Caught White-Handed	Letter from Mother Lode	Bad Reputation	Problem Solving	Capsized	Uniform Approach	The Bear and the Bees	My First Alien Sighting	Farm Girl	Riddle Time	Pet Over-population	A Tale of Two Borders	Little Squirt, Big Squirt	No Show	Truth or Dare	Missing Diamond	Buttered Up	It's All Downhill	Teacher Turns Eleven
READING																				
Compare/contrast																				
Define vocabulary in context																				
Distinguish cause/effect																				
Distinguish fact/opinion																				
Draw conclusions																				
Find supporting details																				
Identify author's purpose																				
Identify main idea																				
Make inferences																				
Make generalizations																				
Make predictions																				
Read for details																				
Sequence facts, steps																				
Use tables, illustrations, etc																				
LITERARY ANALYSIS																				
Analyze character traits																				
Identify key events in plot																				
Identify theme																				
Identify figurative language																				
Identify setting																				
Predict outcome/resolution																				
Recognize conflict																				
Recognize point of view																				
Sequence events																				

SKILLS FOR READING COMPREHENSION/LITERARY ANALYSIS GRADES 5-6

NONFICTION PASSAGES

READING COMPREHENSION SKILLS	"Pokey-pines"	Sense Poetry	Defining Geometry	Cesar Chavez	Dough Ornaments	All Around the Sun	What Do Owls Eat?	Comanche Horsemen	Blowing Hot and Cold	Challenger Disaster	Green Food Factories	Egyptian Hieroglyphs	Almonds for Sale	Food Chain	Benjamin Banneker	Land Down Under	Egyptian Dress	Natural Rhythm	Jackie Robinson	Magellan's Voyage
READING																				
Compare/contrast			■			■	■		■	■	■	■		■		■		■		
Define vocabulary in context	■			■			■	■	■			■					■	■	■	■
Distinguish cause/effect	■			■			■					■				■			■	
Distinguish fact/opinion					■											■				
Draw conclusions	■	■						■	■	■	■	■	■	■	■				■	■
Find supporting details		■	■	■				■		■		■		■	■				■	■
Identify author's purpose		■	■							■		■	■			■				
Identify main idea	■			■			■	■	■		■	■	■				■	■	■	■
Make inferences						■	■		■			■	■				■	■		
Make generalizations		■				■							■							
Make predictions						■								■			■		■	
Read for details	■	■	■		■	■	■			■		■	■	■	■	■		■	■	■
Sequence facts, steps		■			■	■					■		■	■						
Use tables, illustrations, etc			■	■		■	■		■		■			■		■				
LITERARY ANALYSIS																				
Analyze character traits																				
Identify key events in plot																				
Identify theme																		■		
Identify figurative language									■											
Identify setting															■					
Predict outcome/resolution																				
Recognize conflict																				
Recognize point of view																				
Sequence events															■				■	■

WHAT IS READING DETECTIVE?



Reading Detective has stories and questions that will help you read and think better. After you read a story, you will answer questions that will help you improve not only basic reading skills (such as reading for detail) but also thinking skills. One of the best ways to learn is by discussing your answers with your teacher and other students. By comparing your interpretation of the story with other people's ideas, you will learn to see new relationships (between story events and characters, for example).

Types of Reading Passages

There are three types of stories: (1) literature passages from books written by highly acclaimed authors you may have read before; (2) factual articles; and (3) a variety of short fiction stories. The passages include a variety of story types: mystery, science fiction, humor, adventure, etc.

Types of Questions

Each activity asks you 6–8 questions about the passage. Types of questions include multiple choice, short answer, and fill-in-the-blank. Multiple choice questions include four choices. Usually, you must pick only one; once in awhile, there will be more than one correct answer, and you must list all answers that are correct.

Reading for Evidence

When you answer questions, you will often be asked to list sentences or paragraphs from the story to support your answer choice. When giving evidence, you must choose the best sentences to support and explain your answer.

The sentences in each passage are numbered with a small number at the beginning of the sentence. In some stories, a letter is used to indicate each paragraph in the story. You will use these numbers and letters to identify your evidence.

Key vocabulary words and technical terms in some of the passages are highlighted with a star (asterisk). A definition of the word is then given at the end of the passage.

Using the Glossary

At the end of the book is a glossary of terms you will need to know when answering the questions. You may refer to this glossary at any time.

MAKING INFERENCES

Inferences and Facts

In many of the activities in this book, you will be asked to draw a conclusion from information that is suggested in the passage. This is called *making an inference*. There is a difference between making an inference and identifying a fact. When you identify a fact, you are simply finding information that is stated in the passage. When you make an inference, you are drawing a conclusion based on information that is not directly stated in the passage.

In the following passage, see if you can tell the difference between an inference and a fact.

1. ¹The sun was shining; the birds were singing. ²There wasn't a cloud in the sky as the bus went along. ³It was going to be a beautiful day. ⁴"A perfect spring day to be biking," thought Chai, as the bus brought him into the school parking lot.

Fact: Birds are singing.

Fact: Chai is on a bus.

Inference: Chai is a student.

Inference: Chai would rather be biking.



The facts are stated in the passage. The inferences require the reader to use information suggested by the story to draw a conclusion.

Examine the Evidence

When you make an inference about information from a story, look at the events described and the actions and words of the characters. Often an author uses the events and characters to lead you towards an inference he or she wants you to make. The events described and the characters' words and actions become evidence for your inferences. The more evidence you have to support your inference, the more likely your inference will be true. However, you must be careful when making inferences to identify and carefully examine your evidence. Otherwise, you may make an inference that turns out to be false.

For instance, in the passage above, the author never directly says that Chai is a student who is riding to school in a school bus, but you can infer this. Your inference may be true. However, another possibility is that Chai is the bus driver. You need more evidence to determine who Chai is.

Read the next passage. What can you infer (or conclude) about Charlie's behavior?

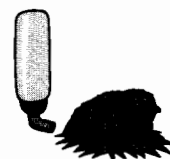
2. ¹Charlie had taken my lunch box again and was holding it over his head. ²"Come on, kid," he said. ³"Try and get it." ⁴We'd been through this before. ⁵I knew it was no use trying to get it, but Charlie just loved to keep playing this game. ⁶As I grabbed for the box, Charlie tripped me, and I went sprawling on the concrete. ⁷"Missed again, loser!" yelled Charlie, as he dumped the contents of my lunch box on top of me.

The passage doesn't state that Charlie is acting like a bully. However, the author gives you evidence in the words and actions of both Charlie and the narrator. In sentence 1, Charlie takes the narrator's lunch box. Both sentences 1 and 4 tell us he has done this before. In sentence 6, Charlie trips the kid. In sentence 7, Charlie dumps the lunch on the kid. Charlie teases the kid in sentences 2 and 3. In sentence 7, he calls the kid a name.

Using Your Own Knowledge

Sometimes when you make an inference, you combine your own knowledge with the information that is suggested or given in the text. It is common knowledge that some snakes eat rodents. In the following passage, can you make an inference about what happened to the gerbils? Is there enough evidence to support your inference?

3. ¹Amanda was pet-sitting Alejandro's pet boa constrictor. ²When she went to check on him in the morning, the snake was missing. ³There also seemed to be fewer gerbils in the next cage.



It is possible that the snake and the gerbils escaped together. It is more likely that the snake escaped and ate the gerbils. It is a fact that boa constrictors eat small animals. Although the author doesn't give us this fact, we can use our own knowledge of boas to support this conclusion. In this case, our inference is probably true, but might be false. There is not enough evidence in the story to make a definite conclusion about the gerbils.

MAKING GENERALIZATIONS

Generalizations

Some of the questions in this book ask you to make a general statement about a group of things. This is called making a *generalization*. When you make a generalization, you take specific information about something and apply it to *all* similar things. For example, let's say you've never tasted Brussels sprouts. You try one Brussels sprout, and it tastes bad to you. What do you decide about Brussels sprouts? Do you figure they *all* taste bad and decide not to eat them again? Such a decision is a generalization, but it may not be a good generalization.

A Good Generalization

To make a good generalization you need plenty of evidence. Could you be sure all Brussels sprouts taste like the one you ate? Maybe the sprout you got was spoiled. How could you be sure about the taste of Brussels sprouts in general? Let's say you tried all the sprouts in the batch and they all tasted bad. Would that mean all Brussels sprouts taste bad? What if that whole batch had been spoiled? Or what if your sense of taste were "off" due to illness? To make a good generalization, you should try to gather more evidence about how Brussels sprouts taste.

Read the following passage. Could you make a general statement about all cats, based on the information given?

1. ¹Whenever Nancy has a glass of chocolate milk, her cat Archie wants to share it. ²He comes running when he hears her open the refrigerator. ³If she pulls out the chocolate milk, he meows until she pours some for him.



Even though Nancy's cat likes chocolate milk, this does not mean that *all* cats like chocolate milk. Saying that all cats like chocolate milk would not be a good generalization because there is not enough evidence. One cat is not a large enough sampling.

The following passage gives information about several similar animals. What general statement might you make about all animals of this kind?

2. ¹Squirrels are rodents that use their strong front teeth for breaking nuts. ²Beavers are rodents that use their front teeth for gnawing wood. ³Rats and mice are rodents that can use their front teeth for gnawing through plaster walls. ⁴Even pet

rodents, like hamsters and gerbils, chew on sticks of wood to keep their teeth strong.

Since all of these animals are rodents and all of them use their front teeth for gnawing on hard objects, you might decide that most rodents have strong front teeth. You would be making a generalization about rodents. Since your statement is based on more than one type of rodent, it is probably a good generalization.

Besides making general statements about groups of things, you can also make a general statement about an individual. For example, you can make a generalization about a character's traits based on his or her actions. When you do this, you are applying what you know about the character's actions in one or more situations to his or her behavior in all other similar situations. What might you decide about Amanda after reading the following description?

3. ¹Amanda prepared dinner every night this week. ²She did all her homework. ³She scrubbed the kitchen floor, cleaned the bathrooms, and delivered papers each morning.



From her actions, you might decide that, in general, Amanda is a hard-working person. When you do this, you are making a broad statement about Amanda's behavior in all similar situations. However, it is possible that she worked hard only this week. The more evidence you have to support your general statement, the stronger it is.

Look at the following example. What general statement could you make about Lisa based on the information given below?

4. ¹Every day, Lisa greeted the neighbors on her way to school. ²She waved at the milkman and brought old Mrs. Newcomb her morning paper. ³She smiled at the joggers as they ran through the park. ⁴She knew the doorman at the hotel and the crossing guard by name. ⁵Everyone knew and liked Lisa.

USING FIGURATIVE LANGUAGE

Figurative Language

Sometimes writers use words in a special way to make their writing more interesting or to create an image in the reader's mind. Often, figurative language uses words to mean something other than their dictionary or *literal* meaning. Literal language describes how something actually looks, feel, or sounds. For example:



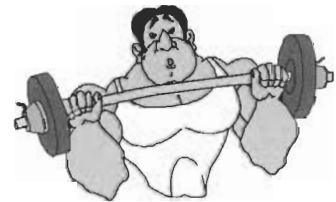
Literal: He looked strong.

Literal: She is flying through the air on her hang glider.

Figurative language describes something by comparing it to something else or by using words in creative ways.

Figurative: The muscles in his arms looked like bowling balls.

Figurative: She is a bird riding gently on the breeze.



Of course, his arms are not really the size of bowling balls, and she is not *really* a bird. Figurative language helps the writer to make a point and to make the writing more imaginative.

Simile and Metaphor

Two specific kinds of figurative language are used in the activities in this book.

Simile: A simile uses the word “like” or “as” to compare two things.

Metaphor: A metaphor makes a comparison by suggesting that one thing *is* the other.

Look at the two examples below. Which one is a simile? Why?

1. She floated in the air like a feather.
2. Her lined face was a map of her life.

Sentence 1 is a simile. It makes a direct comparison between two things, a girl and a feather. It says she floated *like a feather*. Sentence 2 is a metaphor; it suggests that her face is a map.

Figurative language is used in the following passage to describe a spring garden. Can you identify which kind of figurative language is used in the following sentences?

3. ¹New green leaves appear on the trees. ²The leaves slowly unfold like the tiny fingers on a newborn baby's hands. ³Pink and white blossoms burst open like popcorn popping on the branches. ⁴Spring is here!

Other Ways of Using Figurative Language

Figurative language is more than similes and metaphors, however. There are other ways an author might use figurative language to describe something. When you say, "My father blew his stack last night," you don't really mean that your father has a stack on his head or that he blew up. You mean he was angry. Figurative language can include using words to mean something other than their actual meaning. There are many common phrases that do this such as it "weighs a ton" or he "lost track" of the time. These phrases are called *idioms*.

Identify where this kind of figurative language is used in the following passage. What do you think the phrase means?

4. ¹Mom was fit to be tied when she heard I was going to be late for dinner. ²I tried to explain, but she wouldn't listen.

Sentence 1 uses the expression "fit to be tied." It means that Mom was mad.

Sometimes a writer will describe an object in human terms. This is called *personification*. Can you identify how this type of figurative language is used in the next passage?

5. ¹I watch the daffodils poke their sleepy heads through the soil. ²In a matter of days, bright yellow daffodils are nodding cheerfully in the garden. ³Clusters of purple hyacinth stand at attention between them.



DEVELOPING VOCABULARY USING CONTEXT

Using Context Clues within the Sentence

Context is the words or sentences that surround an unfamiliar word. If you understand the other words in a sentence, you can often figure out the meaning of an unfamiliar word.

1. Long *festoons* of flowers were strung along the railings of the balconies as decorations.

In the sentence above, we know that the festoons were long, made of flowers, and were strung up as decorations. The word *strung* also gives you a clue that a festoon is probably a kind of string or garland of something, in this case, flowers.

Sometimes a sentence will describe the meaning of the word for you, as in the following example:

2. She spoke in such a soft whisper that her voice was barely *audible*, and I had to bend down to hear her.

The second part of the sentence helps to define the word for you. Since the person had trouble hearing her, the word *audible* probably means able to be heard. The definition is also supported by the fact that since she spoke in a whisper, she was barely heard.

Using clues in the sentence, what do you think the word in the following sentence means?

3. The evening finally *culminated* with the arrival of a huge, flaming dessert carried in on a silver tray by two waiters.



Using Context Clues within the Passage

The surrounding sentences in a passage can also give you clues as to the meaning of an unfamiliar word. Look at the following example:

4. ¹The phone had rung unexpectedly very early in the morning. ²It was a short call, but Uncle Art seemed *perturbed* after the call. ³He wouldn't talk to anyone. ⁴He just kept lighting one cigarette after another and pacing back and forth in the kitchen.

The sentence using the word *perturbed* does not give you much information about the word's meaning. However, there are clues in the surrounding sentences that can help you define the word. In sentence 1, we know that it was the unexpected phone call that caused Uncle Art to be perturbed. In the last two sentences, we learn that Uncle Art reacted to the call by not talking, by smoking constantly, and by pacing. This information suggests that Uncle Art was upset or disturbed by the phone call. So upset or disturbed would be a good definition for the word *perturbed*.

ENRICHMENT: LITERATURE ESSAY QUESTIONS

The following optional essay questions give students the opportunity to explain in greater depth their thinking about a particular topic or issue in the story.

Fudge-a-mania: Contrast Peter's and Fudge's feelings about Sheila Tubman. Use supporting evidence from the story.

Mr. Popper's Penguins: Describe in detail the setting of the story then compare the setting with a penguin's natural habitat.

Maniac Magee: a. Describe the attitude of Mars Bar and his friends toward white people. Provide evidence from the passage to support your view.

b. How do you think Maniac's behavior was different from that of other white kids that Mars Bar knew?

Owls in the Family: Explain the differences between this story and *Mr. Popper's Penguins*. Consider setting, character, plot, and theme.

"Rikki Tikki Tavi": a. Summarize the story in one five-sentence paragraph.

b. How might Rikki have reacted to this situation if he had been frightened instead of curious?

Where the Red Fern Grows: Describe how the author uses the crowd's reactions to build tension in the story.

Island of the Blue Dolphins: a. Explain the conflict the woman was having in deciding whether or not to make weapons. Provide supporting evidence from the passage.

Blue Willow: How does the author use Bounce's behavior to reinforce Janey's first impression of his character? Give specific examples to support your answer.

The Witch of Blackbird Pond: In the excerpt, the author uses imagery to suggest that the land was valuable. Identify these images and explain why they do or do not work.

Charlie's House: Describe Mr. Chapman's conflict about Charlie's leaving. Provide supporting evidence from the passage.

pretests_____

FICTION PRETEST—A “Dog-Gone” Day

A ¹It was no fun staying behind the fence of my person’s backyard while she was at school. ²Just beyond those wood boards was a whole world of activity. ³There were squirrels to be chased, dogs to be sniffed, fire hydrants to be marked, cats to be had! ⁴What else could I do? ⁵It was the call of the wild, so I jumped the fence!

B ⁶I headed for the park first. ⁷The squirrels didn’t even see me coming! ⁸I chased them from rock to rock and hole to hole. ⁹I heard a few people yell, “Get that dog on a leash!” so I decided I had better get going before I got caught. ¹⁰My next stop was down the street from the park, where my good friend Lucky lives. ¹¹We greeted each other with all the proper sniffings.

C ¹²“Lucky,” I said, “you can jump this gate. ¹³It’s only three feet high.” ¹⁴But Lucky wouldn’t do it. ¹⁵She had been a stray and wanted nothing to do with getting out of the yard.

D ¹⁶“You’ll get lost, Blazer,” she warned with a bark, but I didn’t listen. ¹⁷Instead, I kept going and going and going until nothing looked familiar. ¹⁸I was really on my own. ¹⁹At first, I panicked. ²⁰Then, being the intelligent dog that I am, I decided to play the “helpless



animal routine.” ²¹I found a sweet young girl walking along the street and looked up at her with my big brown eyes. ²²I played shy to gain her sympathy, then moved in a little closer. ²³Licking and tail wagging followed. ²⁴I ended up in her car. ²⁵A short time later, I was right back where I started.

E ²⁶My person was not thrilled with me. ²⁷I was forced to use the “please forgive me routine.” ²⁸My sad eyes and wagging tail worked like a charm. ²⁹Once again, everything was okay. ³⁰I was at home, at least until the next call of the wild!

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. What is the theme of the story?

- A. Getting lost is fun.
- B. Live life adventurously.
- C. Don't depend on people.
- D. Tame your wild instincts.

Give the letter of the paragraph that best supports your answer. ____

2. Where does the story begin?

- A. at the park
- B. in the backyard
- C. on the street
- D. at Lucky's house

Give the number of the sentence that best supports your answer. ____

3. Compare Lucky's view of getting out of the yard to Blazer's view.

List the numbers of the 2 sentences that best support your answer. ____,

4. In general, Blazer

- A. likes to sleep during the day.
- B. knows how to get what she wants.
- C. is a little out of shape.
- D. listens to advice.

Using paragraph D, give the number of the sentence that best supports your answer. ____

5. Put the following events in their correct time order.

- ____ Blazer jumps the fence.
- ____ Blazer makes it home.
- ____ Blazer goes to the park.
- ____ Blazer gets lost.

6. In sentence 28, what does Blazer mean when she says the routine "worked like a charm"?

- 7.** How did some people at the park feel about Blazer's running loose?

Give the number of the sentence that best supports your answer. ____

- 8.** Give one example of what Blazer did when she needed the help of people.

Give the number of the sentence that best supports your answer. ____

- 9.** What resulted from Blazer's meeting the young girl?

- A.** Blazer was taken to the pound.
- B.** Blazer was given a bath.
- C.** Blazer was taken home.
- D.** Blazer was punished.

Give the number of the sentence that best supports your answer. ____

- 10.** Do you think Blazer will jump the fence again? Explain your answer.

Give the number of the sentence that best supports your answer. ____

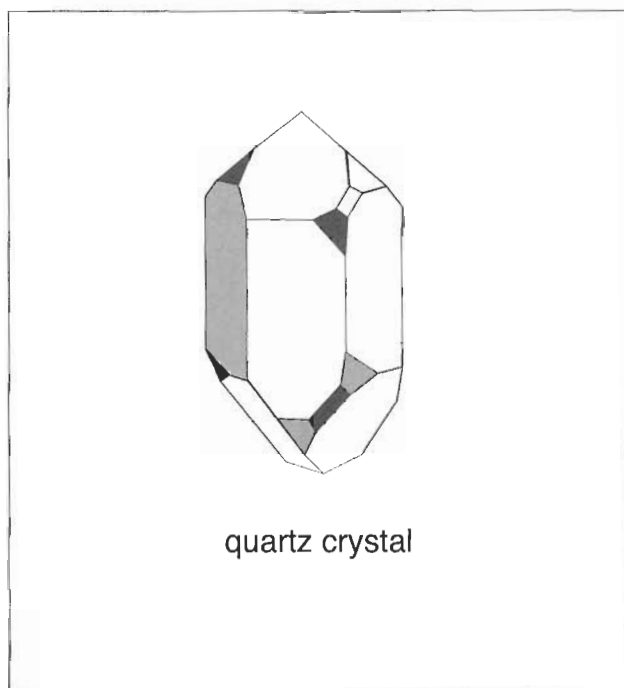
NONFICTION PRETEST—Quartz: Our Most Common Mineral

¹Quartz is the most common mineral on earth. ²You can find different kinds of quartz almost everywhere.

³Most of the sand on beaches and deserts is actually tiny pieces of quartz. ⁴Through a process called weathering,* rocks gradually break down into pebbles, then gravel, and finally become sand. ⁵Quartz does not dissolve or wear away like most other rock materials. ⁶So when rocks that contain quartz are weathered, only little bits of quartz are left. ⁷In fact, there are few minerals harder than quartz. ⁸Take a close look at some grains of sand. ⁹The many different colors and shapes you see show the rocks the grains originally came from.

¹⁰There are many kinds of quartz. ¹¹Some of the best known are the quartz crystals used in watches and jewelry. ¹²Most people are familiar with the clear quartz known as rock crystal. ¹³Amethyst is a deep purple gemstone that is actually purple quartz. ¹⁴The color comes from impurities** in the quartz.

¹⁵Flint is another common type of quartz. ¹⁶Nearly half a million years ago,



quartz crystal

cavemen in the early Stone Age used flint to make cutting tools and weapons.

¹⁷Although quartz is hard, it is also brittle, so it breaks easily. ¹⁸Small pieces of the flint could be chipped away to shape a tool. ¹⁹This shaping left a sharp edge good for cutting. ²⁰Examples of these flint tools have survived to the present day.

²¹There are many kinds and forms of quartz, from large crystals to tiny grains of sand. ²²It is a mineral that withstands both weather and time.

*weathering: gradually wearing down by heat, wind, and rain

**impurities: things mixed in that don't belong to the original object

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Why does the quartz remain when a rock becomes weathered?

Give the number of the sentence that best supports your answer. ____

3. Why do you think flint was useful for tools and weapons?

List the numbers of the 2 sentences that best support your answer. ____

2. Why is there such variety in sand particles?

Give the number of the sentence that best supports your answer. ____

4. How does amethyst get its purple color?

Give the number of the sentence that best supports your answer. ____

5. What is the main idea of this passage?

- A. Sand comes from many different rocks.
- B. Quartz is the hardest mineral.
- C. People have used quartz for centuries.
- D. There are many kinds of quartz found worldwide.

- 6.** How is rock crystal different from amethyst?

List the numbers of the 2 sentences that best support your answer. _____,

- 7.** Which of the following statements can you make about quartz in general?

- A.** Quartz crystals are colorless.
- B.** Quartz is made from sand.
- C.** Quartz is hard to find.
- D.** Quartz lasts a long time.

List the numbers of the 2 sentences that best support your answer. _____,

- 8.** As a rock breaks down, what stages does it go through?

- A.** Rock, gravel, sand, pebble
- B.** Rock, sand, pebble, gravel
- C.** Rock, gravel, pebble, sand
- D.** Rock, pebble, gravel, sand

Give the number of the sentence that best supports your answer. _____

- 9.** How do rocks become sand?

Give the number of the sentence that best supports your answer. _____



literature excerpts____

1. *Fudge•a•mania* by Judy Blume (Excerpt)

¹“Guess what, Pete?” my brother, Fudge, said. ²“I’m getting married tomorrow.”

³I looked up from my baseball cards. ⁴“Isn’t this kind of sudden?” I asked, since Fudge is only five.

⁵“No,” he said.

⁶“Well...who’s the lucky bride?”

⁷“Sheila Tubman,” Fudge said.

⁸I hit the floor, pretending to have fainted dead away. ⁹I did a good job of it because Fudge started shaking me and shouting, “Get up, Pete!”

¹⁰*What’s this Pete business?* I thought. ¹¹*Ever since he could talk, he’s called me Pee-tah.*

¹²Then Tootsie, my sister, who’s just a year and a half, danced around me singing, “Up, Pee...up.”

¹³Next, Mom was beside me saying, “Peter...what happened? ¹⁴Are you all right?”

¹⁵“I told him I was getting married,” Fudge said. ¹⁶“And he just fell over.”

¹⁷“I fell over when you told me *who* you were marrying,” I said.



¹⁸“Who are you marrying, Fudge?” Mom asked, as if we were seriously discussing his wedding.

¹⁹“Sheila Tubman,” Fudge said.

²⁰“Don’t say that name around me,” I told him, “or I’ll faint again.”

²¹“Speaking of Sheila Tubman...” Mom began.

²²But I didn’t wait for her to finish. ²³“You’re making me feel very sick...” I warned.

²⁴“Really, Peter...” Mom said. ²⁵“Aren’t you overdoing it?”

²⁶I clutched my stomach and moaned but Mom went right on talking.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Which of the following statements gives the main idea of the passage?
 - A. Fudge is worried that something is wrong with Peter.
 - B. Peter clutches his stomach and pretends to be sick when he hears the name Sheila Tubman.
 - C. Peter reacts strongly to the mention of Sheila Tubman's name.
 - D. Fudge talks about marrying Sheila Tubman.

2. Peter notices a change in the way his little brother speaks to him. Explain the change.

3. Which of these words best describes Peter?
 - A. dramatic
 - B. mean
 - C. worried
 - D. tired

List the numbers of the 4 sentences that best support your answer. _____, _____, _____, _____.

4. What caused Peter to fall to the ground?
 - A. Fudge told him he was getting married.
 - B. He had a bad stomachache.
 - C. Fudge told him he was marrying Sheila Tubman.
 - D. He saw Sheila Tubman walk in.

Give the number of the sentence that best supports your answer. _____

5. Put the following events in their correct order.

_____ Mom enters the scene.

_____ Mom says Sheila Tubman's name, and Peter holds his stomach and moans.

_____ Peter falls to the ground, pretending to have fainted.

_____ Fudge tells Peter he is getting married.

6. How do you think Fudge and Tootsie will react if Peter faints again?
 - A. They will think he's very sick.
 - B. They will be afraid and very worried.
 - C. They will know he's pretending.
 - D. They will play a trick on him.

Explain your answer.

7. Which sentence from the passage makes you think that Fudge is not actually getting married?
 - A. I hit the floor, pretending to have fainted dead away.
 - B. "Isn't this kind of sudden?" I asked, since Fudge is only five.
 - C. "Well...who's the lucky bride?"
 - D. "Speaking of Sheila Tubman..." Mom began.

2. *Mr. Popper's Penguins* by Richard Atwater (Excerpt)

A ¹The penguins all loved to climb the stairs that led up to the kitchen, and never knew when to stop unless they found the kitchen door closed. ²Then, of course, they would turn around and toboggan down the steps again. ³This made rather a curious noise sometimes, when Mrs. Popper was working in the kitchen, but she got used to it, as she had got used to so many other strange things this winter.

B ⁴The freezing plant that Mr. Popper had got for the penguins downstairs was a large and good one. ⁵It made very large blocks of ice, instead of small ice cubes, so that soon Mr. Popper had made a sort of ice castle down there for the twelve penguins to live in and climb over.

C ⁶Mr. Popper also dug a large hole in the cellar floor and made a swimming and diving pool for the birds. ⁷From time to time he would throw live fish into the pool for the penguins to dive for. ⁸They found this very refreshing, because, to tell the truth, they had got a little tired of canned shrimps. ⁹The live fish were specially ordered and were brought all the way from the coast in tank cars and glass boxes to 432 Proudfoot Avenue. ¹⁰Unfortunately, they were quite expensive.

D ¹¹It was nice that there were so many penguins because when two of them



(usually Nelson and Columbus) got into a fight, and began to spar at each other with their flippers, the ten other penguins would all crowd around to watch the fight and make encouraging remarks. ¹²This made a very interesting little scene.

E ¹³Mr. Popper also flooded a part of the cellar floor for an ice rink, and here the penguins often drilled like a sort of small army, in fantastic marching movements and parades around the ice. ¹⁴The penguin Louisa seemed especially fond of leading these marching drills. ¹⁵It was quite a sight to see them, after Mr. Popper had the idea of training Louisa to hold a small American flag in her beak while she proudly led the solemn parades.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. This story could best be classified as a

- A. mystery.
- B. comedy.
- C. adventure.
- D. science fiction.

2. In sentence 13, how did the author use figurative language to describe the penguins?

3. In sentence 11, what does the word *spar* mean?

- A. to wave
- B. to swim
- C. to box
- D. to argue

4. Which of the following statements can you make about penguins in general?

- A. Penguins like to be alone.
- B. Penguins will eat anything.
- C. Penguins are easily trained.
- D. Penguins like a cold environment.

5. What did Mr. Popper feed the penguins?

6. Which of the following actions of the penguins supports the idea that their behavior was unusual?

- A. The penguins would dive for live fish.
- B. The penguins liked to climb over the blocks of ice.
- C. The penguin Louisa liked to lead the marching drills.
- D. The penguins liked to climb up the stairs and toboggan down them.

Give the number of the sentence that best supports your answer. ____

7. From paragraphs B and C, give three examples that support the conclusion that the penguins were expensive to care for.

Give the number of the sentence that best supports each example. ____, ____, ____

3. *Maniac Magee* by Jerry Spinelli (Excerpt)



A ¹“Where you goin’?” he said.
²Candy bar flakes flew from his mouth.

B ³“I’m looking for Sycamore Street,” said Maniac. ⁴“Do you know where it is?”

C ⁵“Yeah, I know where it is.”

D ⁶Maniac waited, but the kid said nothing more.

E ⁷“Well, uh, do you think you could tell me where it is?”

F ⁸Stone was softer than the kid’s glare.

G ⁹“No.”

H ¹⁰Maniac looked around. ¹¹Other kids had stopped playing, were staring.

I ¹²Someone called: “Do ‘im, Mars!”

J ¹³Someone else: “Waste ‘im!”

K ¹⁴The kid, as you probably guessed by now, was none other than Mars Bar Thompson. ¹⁵Mars Bar heard the calls, and the stone got harder. ¹⁶Then suddenly he stopped glaring, suddenly he was smiling. ¹⁷He held up the candy bar, an inch from Maniac’s lips. ¹⁸“Wanna bite?”

L ¹⁹Maniac couldn’t figure. ²⁰“You sure?”

M ²¹“Yeah, go ahead. ²²Take a bite.”

N ²³Maniac shrugged, took the Mars Bar, bit off a chunk, and handed it back. ²⁴“Thanks.”

O ²⁵Dead silence along the street. ²⁶The kid had done the unthinkable, he had chomped on one of Mars’s own bars. ²⁷Not only that, but white kids just didn’t put their mouths where black kids had had theirs, be it soda bottles, spoons, or candy bars. ²⁸And the kid hadn’t even gone for the unused end; he had chomped right over Mars Bar’s own bite marks.

P ²⁹Mars Bar was confused. ³⁰Who was this kid? ³¹What was this kid?

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. List two sentences from the passage that best support the idea that Maniac was not welcome in the neighborhood.

Sentences _____, _____

2. What does the author mean when he states "Stone was softer than the kid's glare"?

- A. Stone *is* actually softer than the glare of an angry kid.
- B. The kid's glaring eyes were gray like stone.
- C. The kid's glare was really intense.
- D. The kid's glare was beginning to soften.

3. What does the author mean when he writes "Mars Bar heard the calls, and the stone got harder"?

4. Why was Maniac confused when Mars Bar quit glaring at him and then offered him a bite of his candy bar?

5. What was a key event in the story?
- A. Maniac bit Mars Bar's candy bar.
 - B. The kids stopped playing.
 - C. Mars Bar glared at Maniac.
 - D. Mars Bar didn't answer Maniac.

6. What do you think Mars Bar was doing when he offered his candy bar to Maniac?

- A. He was trying to get rid of his candy bar.
- B. He wanted to share his candy bar with Maniac.
- C. He was testing Maniac to see what he'd do.
- D. He wanted to prove he didn't mind a white kid eating his candy bar.

Give the letter of the paragraph that best supports your answer. _____

7. What two things caused Mars Bar to become confused?

Give the number of the sentence that best supports each example. _____, _____

1. *Owls in the Family* by Farley Mowat (Excerpt)



A ¹Mother and Dad and I were having dinner. ²The dining room windows were open because it had been such a hot day. ³All of a sudden there was a great *swooooosh* of wings—and there, on the window sill, sat Wol. ⁴Before any of us had time to move, he gave a leap and landed on the floor beside my chair. ⁵And he hadn't come empty-handed. ⁶Clutched in his talons was an enormous skunk. ⁷The skunk was dead, but that didn't help matters much because, before he died, he had managed to soak himself and Wol with his own special brand of perfume.

B ⁸"Hoo-hoohoohoo-HOO!" Wol said proudly.

C ⁹Which probably meant: "Mind if I join you? ¹⁰I've brought my supper with me."

D ¹¹Nobody stopped to answer. ¹²We three people were already stampeding through the door of the dining room, coughing and choking. ¹³Wol had to eat his dinner by himself.

E ¹⁴It was two weeks before we could use the dining room again, and when Mother sent the rug and drapes to the cleaners, the man who owned the shop phoned her right back and wanted to know if she was trying to ruin him.

F ¹⁵Wol didn't smell so sweet either, but he couldn't understand why he was so unpopular all of a sudden. ¹⁶His feelings must have been hurt by the way everybody kept trying to avoid him. ¹⁷After two or three days, when even I

wouldn't go near him, or let him come near me, he became very unhappy. ¹⁸Then an idea must have come into his funny head. ¹⁹He must have decided we were mad at him because he hadn't shared his skunk with us! ²⁰So one day he went down to the riverbank and caught a second skunk, and brought it home for us.

G ²¹By this time he was so soaked in skunk oil that you could smell him a block away. ²²Some of our neighbors complained about it, and so finally my father had to give Wol a bath in about a gallon of tomato juice. ²³Tomato juice is the only thing that will wash away the smell of skunk.

H ²⁴Poor Wol! ²⁵By the time Dad was through with him he looked like a rag mop that had been dipped in ketchup. ²⁶But he got the idea, and he never again brought his skunks home to us.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Why did the cleaner think Mother was trying to ruin him?

Give the number of the sentence that best supports your answer. ____

2. Which of the following sentences best describes the family's reaction to Wol's arrival with the skunk?

- A. They were thrilled.
- B. They were angry with Wol.
- C. They thought it was funny.
- D. They were surprised.

List the numbers of the 3 sentences that best support your answer. ____, ____, ____

3. Which of the following explains why the family was unable to use the dining room for two weeks?

- A. Wol's supper was still lying there.
- B. The room still smelled of skunk.
- C. It was too hot to eat in there.
- D. Mother wanted to wait for the rug and drapes.

4. In sentence 3, why is it more effective for the author to use *swoooooosh* to describe Wol's arrival than to simply say he flew in the window?

5. Which of the following is the most likely reason that Wol never brought a skunk home again?

- A. He didn't want the neighbors to get mad at him.
- B. He decided to bring home squirrels instead.
- C. He didn't want another tomato juice bath.
- D. He didn't want to mess up the house.

Give the number of the sentence that best supports your answer. ____

6. Based on his behavior, you can conclude that Wol

- A. did not like getting dirty.
- B. wanted to please the family.
- C. was afraid of people.
- D. did not like to share.

List the numbers of the 3 sentences that best support your answer. ____, ____, ____

7. In paragraph F, the narrator presents Wol's point of view in human terms. Give one example of how the narrator thought Wol was feeling.

Give the number of the sentence that best supports your example. ____

5. "Rikki-tikki Tavi" from *The Jungle Book* by Rudyard Kipling (Excerpt)

¹One day, a high summer flood washed him out of the burrow where he lived with his father and mother, and carried him, kicking and clucking, down a roadside ditch. ²He found a little wisp of grass floating there, and clung to it till he lost his senses. ³When he revived, he was lying in the hot sun on the middle of a garden path, very draggled indeed, and a small boy was saying, "Here's a dead mongoose." ⁴Let's have a funeral."

⁵"No," said his mother, "let's take him in and dry him. ⁶Perhaps he isn't really dead."

⁷They took him into the house, and a big man picked him up between his finger and thumb and said he was not dead but half choked. ⁸So they wrapped him in cotton wool, and warmed him over a little fire, and he opened his eyes and sneezed.

⁹"Now," said the big man (he was an Englishman who had just moved into the bungalow), "don't frighten him, and we'll see what he'll do."

¹⁰It is the hardest thing in the world to frighten a mongoose, because he is eaten up from nose to tail with curiosity. ¹¹The motto of all the mongoose family is "Run and find out," and Rikki-tikki was a true mongoose. ¹²He looked at the cotton wool, decided that it was not good to eat, ran all around the table, sat up and put his fur in order, scratched himself, and jumped on the small boy's shoulder.

¹³"Don't be frightened, Teddy," said his father. ¹⁴"That's his way of making friends."



¹⁵"Ouch! He's tickling under my chin," said Teddy.

¹⁶Rikki-tikki looked down between the boy's collar and neck, snuffed at his ear, and climbed down to the floor, where he sat rubbing his nose.

¹⁷"Good gracious," said Teddy's mother, "and that's a wild creature! ¹⁸I suppose he's so tame because we've been kind to him."

¹⁹"All mongooses are like that," said her husband. ²⁰"If Teddy doesn't pick him up by the tail, or try to put him in a cage, he'll run in and out of the house all day long. ²¹Let's give him something to eat."

²²They gave him a little piece of raw meat. ²³Rikki-tikki liked it immensely, and when it was finished he went out into the veranda and sat in the sunshine and fluffed up his fur to make it dry to the roots. ²⁴Then he felt better.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Why do you think the boy thought the mongoose was dead?

Give the number of the sentence that best supports your answer. ____

2. What do you think the author means in sentence 10 when he says a mongoose is “eaten up from nose to tail with curiosity”?

- A. He is interested in everything.
- B. He is afraid of people.
- C. He is always looking for food.
- D. He is full of fleas.

3. What did Teddy’s father think Rikki-tikki was trying to do when he jumped on Teddy’s shoulders?

Give the number of the sentence that best supports your answer. ____

4. What did Rikki-tikki do that made Teddy’s mother think he was tame?

List the numbers of the 2 sentences that best support your answer. ____, ____

5. In sentence 2, the author says that Rikki-tikki “lost his senses.” What does this mean?

- A. He lost his way.
- B. He fell asleep.
- C. He was unconscious.
- D. He went crazy.

Give the number of the sentence that best supports your answer. ____

6. Why do you think Rikki-tikki felt better after he fluffed up his fur?

Give the number of the sentence that best supports your answer. ____

5. *Where the Red Fern Grows* by Wilson Rawls (Excerpt)



A ¹Mr. Kyle and I were told to go to one end of the table. ²Our dogs were placed at the other end. ³Mr. Kyle snapped his fingers and called to his dog.

B ⁴The big hound started walking toward his master. ⁵What a beautiful sight it was. ⁶He walked like a king. ⁷His body was stiff and straight, his head high in the air, his large muscles quivered and jerked under his glossy coat, but something went wrong. ⁸Just before he reached the end, he broke his stride, turned, and jumped down from the table.

C ⁹A low murmur ran through the crowd.

D ¹⁰It was my turn. ¹¹Three times I tried to call to Little Ann. ¹²Words just wouldn't come out. ¹³My throat was too dry. ¹⁴The vocal cords refused to work, but I could snap my fingers. ¹⁵That was all I needed. ¹⁶She started toward me. ¹⁷I held my breath. ¹⁸There was silence all around me.

E ¹⁹As graceful as any queen, with her head high in the air, and her long red tail arched in a perfect rainbow, my little dog walked down the table. ²⁰With her warm gray eyes staring straight at me, on she came. ²¹Walking up to me, she laid her head on my shoulder. ²²As I put my arms around her, the crowd exploded.

F ²³During the commotion I felt hands slapping me on the back, and heard the word congratulations time after time. ²⁴The head judge came over and made a speech. ²⁵Handing me a small silver cup, he said, "Congratulations, son. ²⁶It was justly won."

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. In sentence 19, the author uses a simile and a metaphor to describe Little Ann. Write one of these below and identify which kind of figurative language it is.

2. Choose the two sentences that best show how the crowd supported the boy and his dog.

- A. During the commotion I felt hands slapping me on the back...
- B. There was silence all around me.
- C. As I put my arms around her, the crowd exploded.
- D. A low murmur ran through the crowd.

3. Which word best describes the main feeling the author is trying to create?

- A. enthusiasm
- B. tension
- C. indifference
- D. sadness

Explain your answer.

4. What causes Little Ann to start walking across the table?

- A. The crowd murmurs quietly.
- B. The boy snaps his fingers.
- C. The boy calls to her.
- D. The big hound barks.

Give the number of the sentence that best supports your answer. ____

5. Compare the big hound's performance to Little Ann's.

List the numbers of the 3 sentences that best support your answer. ____, ____, ____

6. Give two examples from paragraph D that suggest the boy might be nervous.

Give the number of the sentence that best supports each example. ____, ____

7. In sentence 23, what does the word *commotion* mean?

- A. excitement
- B. calm
- C. contest
- D. discussion

7. *Island of the Blue Dolphins* by Scott O'Dell (Excerpt)



A ¹That night they came back to the headland. ²I had buried what was left of my supper, but they dug it up, snarling and fighting among themselves over the scraps. ³Then they began to pace back and forth at the foot of the rock, sniffing the air, for they could smell my tracks and knew that I was somewhere near.

B ⁴For a long time I lay on the rock while they trotted around below me. ⁵The rock was high and they could not climb it, but I was still fearful. ⁶As I lay there I wondered what would happen to me if I went against the law of our tribe which forbade the making of weapons by women—if I did not think of it at all and made those things which I must have to protect myself.

C ⁷Would the four winds blow in from the four directions of the world and smother me as I made the weapons? ⁸Or would the earth tremble, as many said, and bury me beneath its falling rocks? ⁹Or, as others said, would the sea rise over the island in a terrible flood? ¹⁰Would the weapons break in my hands at the moment when my life was in danger, which is what my father had said?

D ¹¹I thought about these things for two days and on the third night when the wild dogs returned to the rock, I made up my mind that no matter what befell me I would make the weapons. ¹²In the morning I set about it, though I felt very fearful.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Which of the following statements best shows the main conflict in the passage?

A. They snarl and fight among themselves over the scraps.
B. She wonders what will happen if she goes against the laws.
C. She decides to make weapons.
D. She wonders how she will find food.

2. In paragraph A, who do you think are "they"?

Give the number of the sentence that best supports your answer. ____

3. The woman decides to make the weapons because she probably believes

A. defending herself is more important than her tribe's laws.
B. she is above her tribe's laws.
C. her tribe would understand if they found out.
D. her tribe will never find out.

Give the number of the sentence that best supports your answer. ____

4. Give two examples from paragraph C that explain why the woman was afraid to make weapons.

5. Why was the woman fearful in Paragraph A?

List the numbers of the 2 sentences that best support your answer. ____, ____

6. What does the rock provide for the woman?

Give the letter of the paragraph that best supports your answer. ____

7. What can you tell about the tribe based on the woman's concerns?

A. The tribe believes the earth is flat.
B. The tribe believes man has power over a woman's ability to make weapons.
C. The tribe is watching what the woman is doing.
D. The tribe believes in forces that respond to human misbehavior.

Give the letter of the paragraph that best supports your answer. ____

8. What does the woman's decision tell you about her character?

A. She is unconcerned.
B. She is brave, but fearful.
C. She is unsure of herself.
D. She is fearless.

List the numbers of the 2 sentences that best support your answer. ____, ____

3. *Blue Willow* by Doris Gates (Excerpt)

A ¹"Hello buddy," he called jauntily as Mr. Larkin rose and started toward the open door. ²"When did you move in?"

B ³It was still broad daylight and Janey had plenty of opportunity to study their visitor. ⁴And what she saw she did not like. ⁵She couldn't decide exactly what there was about him to make her feel distrust. ⁶"It must be his eyes," she concluded. ⁷They moved shiftily about, never seeming able to rivet themselves on any one thing for more than a second. ⁸Moreover, his attitude seemed to indicate plainly that he held the destiny of the Larkins in the hollow of his very dirty right hand. ⁹The manner with which he stalked boldly into the house and looked casually about couldn't have made it any plainer. ¹⁰Janey had the feeling, even, that if there were anything in sight which he considered worthy of his interest it would become his on the spot. ¹¹For once, she was extremely thankful that the blue willow plate was safely out of sight.

C ¹²"Something I can do for you?" ¹³Janey could tell that Dad was indignant. ¹⁴His voice was hard and even. ¹⁵Evidently he felt exactly as she did toward this intruder.

D ¹⁶"I'll say there is," returned the stranger. ¹⁷"You can just hand over five dollars a month rent for this shack. ¹⁸Rent starting from the day you moved in, whenever that was."

E ¹⁹"We've been here a week," said Mr. Larkin.

F ²⁰The man narrowed his eyes for



an instant while he thought rapidly. ²¹"Yeh," he finally said, "I guess that's about right. ²²The last time I was out this way, there wasn't nobody here."

G ²³Mr. Larkin, ignoring this remark, walked away to speak in low tones to his wife, who had remained at the stove, her back to the room. ²⁴Now he faced that man again and said, reaching into his pocket and drawing forth a buckskin bag:

H ²⁵"Here's your money, and I'll take a receipt."

I ²⁶For just a second the man hesitated, then ²⁷"That ain't necessary, buddy. ²⁸I'm Bounce Reyburn, everybody knows me around here."

J ²⁹"Just the same," said Mr. Larkin quietly, but drawing up the strings of the buckskin bag, "I'll take a receipt from you, or you won't take any money from me."

K ³⁰An ugly light came into Bounce's eyes, and Janey, catching it, felt a queer little shiver run along her spine. ³¹The glint remained for the merest instant and then Bounce shrugged and grinned, a little too broadly, Janey thought.

L ³²"O.K.," he said, "give me a scrap of paper, somebody, and I'll put my John Henry* on it."

*John Henry: signature

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. In sentence 7, what does the word *rivet* mean?
 - A. find
 - B. stay put
 - C. balance
 - D. move about
2. From Janey's description of the visitor in paragraph B, how do you think the visitor felt towards the family?
 - A. He felt friendly towards them.
 - B. He felt threatened by them.
 - C. He felt power over them.
 - D. He felt sorry for them.

List the numbers of the 3 sentences that best support your answer. ____, ____, ____

3. In sentence 30, what do you think is the "ugly light" Janey sees in Bounce's eyes?

4. In sentence 29, why do you think Mr. Larkin wanted a receipt for the money?
 - A. He did not trust Bounce.
 - B. He always kept receipts.
 - C. He wanted to make Bounce angry.
 - D. He needed Bounce's signature.

Give the number of the sentence that best supports your answer. ____

5. What was it about the visitor's eyes that made Janey distrust him?
 - A. He seemed to be looking for something.
 - B. He squinted a lot.
 - C. He never looked at anything for very long.
 - D. He stared at her.

Give the number of the sentence that best supports your answer. ____

6. What might have made Bounce finally agree to give Mr. Larkin a receipt?
 - A. He planned to sign a different name.
 - B. He didn't really mind giving Mr. Larkin a receipt.
 - C. He agreed with Mr. Larkin that a receipt was important.
 - D. He thought that Mr. Larkin wouldn't change his mind.

Give the number of the sentence that best supports your answer. ____

7. In sentence 11, why do you think Janey was glad that the blue willow plate was hidden?

Give the number of the sentence that best supports your answer. ____

1. ***The Witch of Blackbird Pond***
by Elizabeth George Speare (Excerpt)

A ¹"After the keen still days of September, the October sun filled the world with mellow warmth. ²Before Kit's eyes a miracle took place, for which she was totally unprepared. ³She stood in the doorway of her uncle's house and held her breath with wonder. ⁴The maple tree in front of the doorstep burned like a gigantic red torch. ⁵The oaks along the roadway glowed yellow and bronze. ⁶The fields stretched like a carpet of jewels, emerald and topaz and garnet. ⁷Everywhere she walked the color shouted and sang around her. ⁸The dried brown leaves crackled beneath her feet and gave off a delicious smoky fragrance. ⁹No one had ever told her about autumn in New England. ¹⁰The excitement of it beat in her blood. ¹¹Every morning she woke with a new confidence and buoyancy she could not explain. ¹²In October any wonderful unexpected thing might be possible.

B ¹³"As the days grew shorter and colder, this new sense of expectancy increased and her heightened awareness seemed to give new significance to every common thing around her. ¹⁴Otherwise she might have overlooked a small scene that, once noticed, she would never entirely forget. ¹⁵Going through the shed door one morning, with her arms full of linens to spread on the grass, Kit halted, wary as always, at the sight of her uncle. ¹⁶He was standing not far from the house, looking out toward the river, his face half turned from her. ¹⁷He did not notice her.



¹⁸He simply stood, idle for one rare moment, staring at the golden fields.

¹⁹The flaming color was dimmed now.

²⁰Great masses of curled brown leaves lay tangled in the dried grass, and the branches that thrust against the graying sky were almost bare. ²¹As Kit watched, her uncle bent slowly and scooped up a handful of brown dirt from the garden patch at his feet, and stood holding it with a curious reverence, as though it were some priceless substance. ²²As it crumbled through his fingers his hand convulsed in a sudden passionate gesture. ²³Kit backed through the door and closed it softly. ²⁴She felt as though she had eavesdropped.

²⁵When she had hated and feared her uncle for so long, why did it suddenly hurt to think of that lonely defiant figure in the garden?"

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. What do you think Kit's uncle is doing when she sees him?

A. crying
B. playing
C. working
D. thinking

Give the number of the sentence that best supports your answer. ____

2. Which of the following does the author describe with a simile?

A. the sun (sentence 1)
B. maple tree (sentence 4)
C. oak trees (sentence 5)
D. brown leaves (sentence 8)

3. Which of these sentences from the passage best expresses the main idea?

A. "She felt as though she had eavesdropped."
B. "No one had ever told her about autumn in New England."
C. "In October any wonderful unexpected thing might be possible."
D. "Before Kit's eyes a miracle took place, for which she was totally unprepared."

4. How had Kit felt about her uncle before she saw him in the garden?

A. She had been scared of him.
B. She had been jealous of him.
C. She had been grateful to him.
D. She had been worried about him.

Give the number of the sentence that best supports your answer. ____

5. Which of these events happens first?

A. Kit sees her uncle.
B. Kit closes the shed door.
C. Kit gathers up linens.
D. Kit stands in the doorway of the house.

6. How do you think Kit felt after watching her uncle scoop up the dirt and squeeze it with a passionate gesture?

A. She hated and feared him.
B. She was worried about him.
C. She felt sympathy toward him.
D. She wished she hadn't seen anything.

Give the number of the sentence that best supports your answer. ____

7. In paragraph A, which of the following is described as though it were human?

A. leaves
B. color
C. maple tree
D. fields

Give the number of the sentence that best supports your answer. ____

8. In paragraph A, what do you think was Kit's first reaction to the changes in her surroundings?

A. amazement
B. surprise
C. concern
D. fright

List the numbers of the 2 sentences that best support your answer. ____,

10. *Charlie's House* by Clyde Robert Bulla (Excerpt)

A ¹When he had his own farm, he would still be near the Chapmans, he thought. ²He would always help them if they needed him.

B ³Charlie came to know the neighbors. ⁴He went to barn dances with other young people. ⁵He listened to the fiddle music and watched the dancers and pretended he was dancing, too.

C ⁶When the rivers and ponds froze over, he went to moonlight skating parties. ⁷But almost every night he was at home with the Chapmans. ⁸Mistress Chapman was teaching him to read and write.

D ⁹A visitor came—a man named Oliver Greer. ¹⁰He was Master Chapman's cousin from Carolina. ¹¹He had come north on business.

E ¹²He was slim and dark, with a neat, black mustache. ¹³He dressed like a gentleman, and he seemed proud of the way he looked.

F ¹⁴He thought the Chapmans were much too good to Charlie.

G ¹⁵"That boy thinks he's one of the family," he said.

H ¹⁶While Master Greer was there, Charlie never ate at the table with the others.

I ¹⁷Master Greer gave him work to do, and he never called him by name. ¹⁸"Boy," he would say, "shine my boots. ¹⁹Boy, light my pipe."

J ²⁰"Do as he says, Charlie," said Mistress Chapman. ²¹"It won't be for long."

K ²²But Master Greer stayed on and on. ²³Every night he and Master Chapman sat up, drinking and playing cards.

L ²⁴"I do wish he would go," said



Mistress Chapman. ²⁵"Sometimes I'm so afraid—"

M ²⁶There was a change in Master Chapman. ²⁷He took to staying in his room all morning. ²⁸He looked ill. ²⁹He often stumbled when he walked.

N ³⁰Master Greer had been there almost a month when Mistress Chapman called Charlie into the kitchen. ³¹She said, "Master Greer is leaving today."

O ³²He thought she would be glad. ³³Instead she began to cry.

P ³⁴Master Chapman came in. ³⁵His face was gray, and his hands shook. ³⁶"Charlie, I must talk to you."

Q ³⁷"Yes sir," said Charlie.

R ³⁸"My cousin is going home," said Master Chapman, "and you—you are going with him."

S ³⁹Charlie heard the words, but he did not believe them. ⁴⁰He waited.

T ⁴¹"You are going with him," Master Chapman said again. ⁴²"I lost you. ⁴³I lost you in a game of cards."

U ⁴⁴"But you—" began Charlie.

V ⁴⁵Master Chapman turned away from him. ⁴⁶"I'm sorry."

W ⁴⁷"I came to work for you," said Charlie. ⁴⁸"You bought my bond."

X ⁴⁹"That's true, but Cousin Oliver won it from me. ⁵⁰The bond will be the same. ⁵¹You'll still have your land when you've worked for it—only you'll work for him instead," Master Chapman said. ⁵²"Now go. ⁵³Cousin Oliver is waiting."

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Which of the following supports the idea that Master Greer thought he was better than Charlie?

A. He gave him work to do.
B. He didn't call him by name.
C. He dressed like a gentleman.
D. He treated Charlie like family.

List the numbers of the 2 sentences that best support your answer. _____,

2. Give an example of how Master Chapman changed.

Give the number of the sentence that best supports your example. _____.

3. Which of the following caused Charlie's having to leave?
- A. Master Chapman's gambling loss.
B. Master Chapman's kindness to Charlie.
C. Master Chapman's ill health.
D. Master Chapman's apology to Charlie.

List the numbers of the 2 sentences that best support your answer. _____,

4. Which was a key event in the story?
- A. Charlie came to know the neighbors.
B. Charlie went moonlight skating.
C. Master Greer came to visit.
D. Master Greer bought Charlie's bond.

Give the number of the sentence that best supports your answer. _____

5. Compare Charlie's life before and after Master Greer came.

List the letters of the 4 paragraphs that best support your answer. _____,

_____, _____, _____

6. Charlie is a bonded servant. Which of the following statements can you make based on Charlie's experience?

A bonded servant

- A. could make his or her own decisions.
B. was controlled by whoever owned his or her bond.
C. was always considered part of the family.
D. was always dependable.

7. From the information given, which of the following is true about a bond?

- A. You can buy land in exchange for working.
B. You are given land after you work for it.
C. You become a landowner right away.
D. You remain a servant all your life.

Give the number of the sentence that best supports your answer. _____

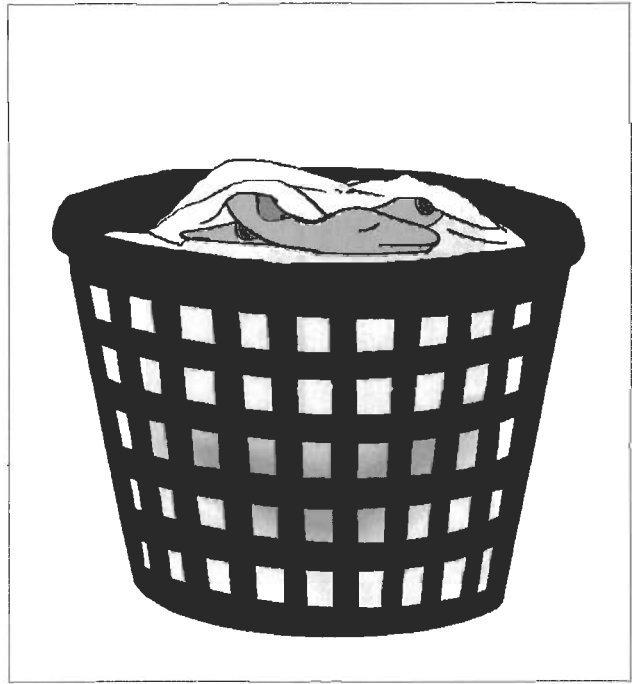
fiction _____



1. Iggy by Cheryl Block

¹Iggy, my pet garter snake, is a lot of fun, but he always seems to be getting into trouble. ²I never know where I'm going to find him next. ³He has his own special bed in my room. ⁴It's a cardboard box with a towel on the bottom to keep him warm. ⁵But Iggy is always climbing out of his box to explore.

⁶Iggy likes warm places. ⁷He loves to lie beneath the window when the sun is shining. ⁸One day, he discovered the clothes dryer. ⁹Mom had just finished unloading some laundry, and the dryer was nice and warm. ¹⁰Iggy wriggled inside and went to sleep. ¹¹His pleasant nap was quickly cut short, however. ¹²Mom didn't see him curled up inside and proceeded to pile another load of clothes in the dryer and turn it on. ¹³Poor Iggy! ¹⁴He was tossed and tumbled all around. ¹⁵When Mom opened the door, Iggy quickly slithered out. ¹⁶I could hear Mom's scream clear out in the backyard. ¹⁷Iggy seemed okay after his tumble in the dryer, but I did notice that he was going around in circles more for the next few days. ¹⁸He never did go in the dryer again.



DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. What are two things that Iggy does that get him into trouble?

List the numbers of the 2 sentences that best support your answer. ____,

2. Why did Iggy climb inside the dryer?

List the numbers of the 2 sentences that best support your answer. ____,

3. In sentence 17, why do you think Iggy was going in circles more?

4. Iggy's actions show that he is

- A. shy.
- B. curious.
- C. friendly.
- D. noisy.

List the numbers of the 2 sentences that best support your answer. ____,

5. What happened just before Mom turned on the dryer?

- A. Iggy wriggled into the dryer.
- B. Mom piled in a load of clothes.
- C. Iggy went to sleep.
- D. Mom unloaded some laundry.

6. Why do you think Mom screamed when Iggy came out of the dryer?

- A. She doesn't like snakes.
- B. She was startled by Iggy.
- C. She thought the clothes were ruined.
- D. She had to redo the laundry.

Give the number of the sentence that best supports your answer. ____

2. Caught White-Handed by Cheryl Block

A ¹Police today reported the capture of the man who has been robbing doughnut shops in the area. ²The robber would break in during the early morning hours while employees were getting ready to open shop. ³He would tie up the workers, then empty the cash register and steal a bag of freshly made doughnuts. ⁴By the time customers found the workers and called police, the robber was long gone.

B ⁵There were still two stores in the area that the robber hadn't hit. ⁶Police decided to set a trap for him. ⁷They knew he always stole a bag of powdered sugar doughnuts. ⁸Police coated several dollar bills with a special glue that left the surface slightly sticky. ⁹When the robber touched the money with his sugarcoated fingers, the sugar would stick to the bills. ¹⁰The trap was now ready.

C ¹¹Two days later, the robber struck again. ¹²Police had told store owners in the area to be on the lookout for the sugary bills. ¹³The next day, police caught their man at a local grocery store. ¹⁴He had paid for his groceries in cash, and the clerk had noticed white spots on all the bills.

D ¹⁵As he was led away, the robber said, "My mother always said sugar was bad for you."



DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. What were the white spots on the bills?

Give the number of the sentence that best supports your answer. ____

2. What do you think the robber meant in sentence 15 when he quoted his mother?

- A. He was overweight from eating doughnuts.
- B. He became a robber because he liked doughnuts.
- C. He was unhealthy because he ate too much sugar.
- D. He got caught because of the powdered sugar doughnuts.

List the numbers of the 2 sentences that best support your answer. ____, ____

3. The police coated the money with glue so

- A. the bills would stick to the robber's fingers.
- B. the robber would leave sugar on the bills.
- C. the robber would leave his fingerprints.
- D. the robber wouldn't be able to pick up the bills.

Give the number of the sentence that best supports your answer. ____

4. From the time they set up the trap, how long did it take the police to capture the robber?

List the numbers of the 2 sentences that best support your answer. ____, ____

5. Which moral is best supported by the story?

- A. Crime doesn't pay.
- B. Life is short; eat dessert first.
- C. Life is full of sticky situations.
- D. Doughnuts are bad for you.

List the letters of the 2 paragraphs that best support your answer. ____, ____

6. What did the thief do to make sure he wasn't caught while robbing?

List the numbers of the 2 sentences that best support your answer. ____, ____

3. Letter from the Mother Lode by Carrie Beckwith

December 5, 1849

Dearest Lillian,

A ¹I have finally arrived in Gold Country after nearly eight months of sailing, three of which were spent on land in South America during poor weather. ²I am now living in a makeshift tent in Sacramento along a vein of quartz known as the Mother Lode. ³The gold is rich here, and I am finding almost \$20 worth every day! ⁴However, food and clothing are unreasonably high—nearly \$10 for a dozen eggs and \$40 for a shirt! ⁵For some men, the costs are enough to break them, and they have gone home penniless. ⁶For more successful miners, these costs are only a drop in the bucket.

B ⁷I work every day but Sunday, from sunup to sundown. ⁸Three of us sit by the river with what is called a cradle, a wooden box that is set on rockers. ⁹On top of the box lies a tray with wooden slats. ¹⁰One man shovels gravel from the river bed into the tray and another pours water over the gravel. ¹¹The large rocks are caught in the tray, and the rest flows down to the cradle. ¹²It is my job to then shake the cradle until the dirt has washed away, and all that is left is the precious



gold. ¹³We do this all day, and it is exhausting.

C ¹⁴When we are not working, we are playing cards or chess. ¹⁵Other men prefer the fights—boxing, wrestling, even animal fights. ¹⁶They are bloody, horrible things to watch, but it is wild here and so too are the games.

D ¹⁷I hope it will not be long before I can afford to send for you and little Joe. ¹⁸I look forward to seeing you again.

All my love,

Daniel

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Give two examples of some of the hardships Daniel is *now* experiencing.

Give the number of the sentence that best supports each example. ____, ____

2. In paragraph B, what happens just after the men have put the gravel and water into the tray?

3. What has caused some miners to go home penniless?

Give the number of the sentence that best supports your answer. ____

4. In what region of the country is Daniel living?

- A. North
- B. Midwest
- C. South
- D. West

5. During what period in American history is the writer of the letter living?

- A. The Revolutionary War
- B. The Civil War
- C. The Gold Rush
- D. The Dust Bowl

Using paragraph A, list the numbers of the 3 sentences that best support your answer. ____, ____, ____

6. What can you say about Daniel?

- A. He is rich.
- B. He is bored.
- C. He is frightened.
- D. He is hard working.

List the numbers of the 3 sentences that best support your answer. ____, ____, ____

7. In sentence 6, what does the phrase “a drop in the bucket” mean?

14. Bad Reputation by David White

A ¹“My name is Wolf, and I’ve been given a bad name. ²I hope that when I am finished speaking to you today, you will see my side of the story.

B ³“First off, Little Red Riding Hood and her grandmother are alive and well. ⁴In fact, they’re living in Australia right now. ⁵They said they couldn’t stand the cold and wanted to live in a warmer climate. ⁶They also said they were tired of sneezing. ⁷They had developed severe allergies from all those leaves. ⁸Why they stayed in the forest for so long I don’t know, but they have a nice little hut in the Outback now. ⁹They love it—not a tree for miles.

C ¹⁰“Secondly, that girl was a spoiled child. ¹¹Her grandmother gave her everything she wanted. ¹²Sure, she was bringing food to ‘dear old Granny.’ ¹³But what did Little Miss Riding Hood expect in return? ¹⁴I’ll tell you—she wanted a new set of clothes. ¹⁵She was tired of the red outfit. ¹⁶When I talked to her in the woods that day, she said she hoped her grandmother would have a nice new green outfit all ready for her. ¹⁷The last time she visited, she brought a few small cakes and left with a big shiny bracelet. ¹⁸She does nothing ‘just because.’

D ¹⁹“OK, let’s get another thing straight—I’m not exactly big. ²⁰I’m not even four feet tall. ²¹People just say that I’m big because they think I was a bully to an innocent girl. ²²I’m just an ordinary animal trying to get by on what nature



allows me. ²³I don’t eat people, I don’t wear women’s clothing, I don’t even talk to people that often.

E ²⁴“Let me pause here. ²⁵Does anyone have any questions?

F ²⁶“Yes, I know it looks like I did all those terrible things, but that’s because you’re reading that from a book, aren’t you? ²⁷And who published that book? ²⁸It wasn’t Wolves and Coyotes Press, now was it? ²⁹You people are all alike. ³⁰You always take the people’s point of view.

G ³¹“All I ask is that you compare what you’ve been told all these years with what I’ve said today. ³²Make up your own minds. ³³After all, those stories say I’m dead. ³⁴But I’m here talking to you now. ³⁵Isn’t that enough to make you start to doubt?”

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Which of these statements best describes the main idea of the story?

A. Wolf questions facts.
B. Wolf wants revenge.
C. Wolf makes his case.
D. Wolf pleads for mercy.

Give the number of the sentence that best supports your answer. ____

2. Which of these conclusions is best supported?

A. Wolf wants people to believe him.
B. Wolf wants people to dislike Grandmother.
C. Wolf wants to see his own book published.
D. Wolf wants to see Little Red Riding Hood again.

Give the number of the sentence that best supports your answer. ____

3. Give three examples of how Wolf tries to restore his good name.

List the numbers of the 3 sentences that best support your answer. ____, ____, ____

4. Whose viewpoint is Wolf trying to change?

A. his own
B. Little Red Riding Hood's
C. Grandma's
D. the public's

List the letters of the 2 paragraphs that best support your answer. ____, ____

5. In Sentence 18, Wolf says of Little Red Riding Hood, "She does nothing 'just because.'" Explain what this means.

Give the letter of the paragraph that best supports your answer. ____

6. Why did Little Red Riding Hood and her grandmother leave the forest?

List the numbers of the 2 sentences that best support your answer. ____, ____

7. Which of these words best describes what Wolf thinks he is?

A. heroic
B. forgotten
C. unrewarded
D. misunderstood

List the letters of the 2 paragraphs that best support your answer. ____, ____

15. A Shot at Problem Solving by David White

¹“Catalina, leave your shoes here!” my brother called as he stopped dribbling the basketball.

²I was putting my sneakers back on so I could go home and fix dinner. ³“Mom will be home soon,” I said. ⁴Sitting on the grass barefoot was OK, but I wasn’t going home that way, not in this heat.

⁵“But we’re using your shoes as the boundary line,” my brother said, wiping his forehead with his shirt. ⁶It was so hot that my brother and his friend kept stopping to wipe the sweat from their heads and hands.

⁷“You can use a big rock or something else instead,” I said. ⁸“You’ll figure it out.”

⁹Mom encouraged us to solve our own problems. ¹⁰So it didn’t surprise me that when my brother asked for a basketball hoop, she told him to invent his own.

¹¹That’s right—a basketball hoop.

¹²See, Jose (that’s my brother) and his friend Tyrone had found this old ball and then wanted their own hoop. ¹³In a flash of brilliance, Jose had said, “What about that plastic trash can in the garage?”

¹⁴Mom had then carved out the bottom and used wire to hang the can from a telephone pole down the street. ¹⁵She had a big smile on her face the whole time.

¹⁶Today, they were playing Make It-Take It, this game where you get to keep control of the ball as long as you keep scoring. ¹⁷Each basket was a point. ¹⁸Jose was ahead 32–26. ¹⁹The first player to score 50 won the game.



²⁰I headed home. ²¹An hour later, Jose came home—with Tyrone and another boy.

²²“Can Tyrone and Masako stay for dinner?” Jose asked, grinning.

²³“They can if you all wash up first,” Mom said. ²⁴“Jose, let them go first.”

²⁵As the two others headed off, Mom said, “Jose, have I seen Masako before?”

²⁶“No, Mom. ²⁷We said he could play if he gave us an out-of-bounds line. ²⁸So he took off his belt and we used that.”

²⁹“You made him play in jeans that were falling down?” Mom said, laughing.

³⁰“Well, they weren’t that loose,” he said with a smile. ³¹“Besides, we couldn’t let him win the first time. ³²He’s good!”

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Who was winning when Catalina left?

- A. Jose
- B. Tyrone
- C. Masako
- D. Catalina

Give the number of the sentence that best supports your answer. ____

2. Give one reason why Masako took off his belt.

Give the number of the sentence that best supports your answer. ____

3. Why do you think Mom was smiling, as described in Sentence 15?

Give the number of the sentence that best supports your answer. ____

4. Which two details support the idea that it was a hot day?

Give the number of the sentence that best supports each detail. ____, ____

5. If the boys hadn't wiped the sweat from their hands during the game, how would that have affected their ability to play basketball?

6. Show two ways in which Jose demonstrates his problem-solving skills.

List the numbers of the 2 sentences that best support your answer. ____, ____

7. According to the game description in sentence 16, what would happen if Jose missed a shot, Tyrone got the ball, and then Tyrone put the ball through the hoop?

16. Capsized!

by Cheryl Block

A ¹Fusako kept checking her helmet and life vest to make sure they were tight. ²It was her first time white-water rafting. ³Even though it was a cold day, her hands were sweating. ⁴The guide gave them instructions on handling the raft. ⁵Then they all climbed aboard and slid the raft into the water. ⁶The water was calm at first, but the raft soon began to pick up speed as the currents* became stronger.

B ⁷As they rounded a bend, she saw them. ⁸Rapids! ⁹The swirling waves looked like a pot of boiling water. ¹⁰She felt her stomach churning the same way. ¹¹She took a deep breath and dug in her paddle as they plunged into the rapids.

C ¹²The raft rode up and down the waves like a roller coaster. ¹³Each time the waves lifted it a little higher out of the water until it was nearly upright. ¹⁴Fusako felt exhilarated. ¹⁵This was better than any ride at the amusement park. ¹⁶As the raft started to rise again, it suddenly slammed down hard and hit a large rock, making the boat flip over. ¹⁷Fusako was thrown into the rushing water. ¹⁸She was carried along, bobbing up and down like a cork. ¹⁹Waves threw her against rocks and logs. ²⁰Thank goodness she was wearing a helmet and life vest! ²¹Finally she came to a section of river where the water was calm. ²²Bruised and exhausted, she climbed onto the shore.



*current: water flowing in a definite direction

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Which of the following sentences from the story best supports the idea that Fusako is nervous?
 - A. It was Fusako's first time white-water rafting.
 - B. The guide gave them instructions on handling the boat.
 - C. Even though it was a cold day, her hands were sweating.
 - D. She took a deep breath and dug in her oar as they plunged into the rapids.

2. In paragraph C, how does the narrator describe the raft ride?

Give the number of the sentence that best supports your answer. ____

3. The raft flipped over because it
 - A. was gradually filling with water.
 - B. rose up too high in the water.
 - C. slammed down against a rock.
 - D. was overloaded.

Give the number of the sentence that best supports your answer. ____

4. In sentence 14, what does the word *exhilarated* mean?
 - A. joyful
 - B. frightened
 - C. timid
 - D. unhappy

5. Choose the two sentences that best show how the author builds tension in the story.
 - A. As they rounded the bend, she saw them.
 - B. Fusako felt exhilarated.
 - C. Fusako was thrown into the rushing water.
 - D. Then they all climbed aboard and slid the raft into the water.

6. How did the helmet and life vest help Fusako?

List the numbers of the 2 sentences that best support your answer. ____, ____

7. In paragraph B, what one thing does the author compare to both Fusako's stomach and the rapids?

8. Which two of the following sentences support the idea that you can be hurt while white-water rafting?

- A. The raft rode up and down the waves like a roller coaster.
- B. The swirling waves looked like a pot of boiling water.
- C. Thank goodness she was wearing a helmet and life vest!
- D. Waves threw her against rocks and logs.

17. A Uniform Approach by Carrie Beckwith

A ¹“Having to wear school uniforms violates my right as an individual to express myself,” fourteen-year-old Maya argued from her seat in the cafeteria. ²“I attend a public school, and I don’t think anyone should be able to tell me what to wear.”

B ³“Yes, Maya, but we’ve had *four* gang-related fights on campus because someone was wearing the ‘wrong’ color. ⁴We need to make our school safe. ⁵Not to mention the fact that it’s hard for kids whose parents can’t afford to buy them a closetful of nice clothes,” Juan said.

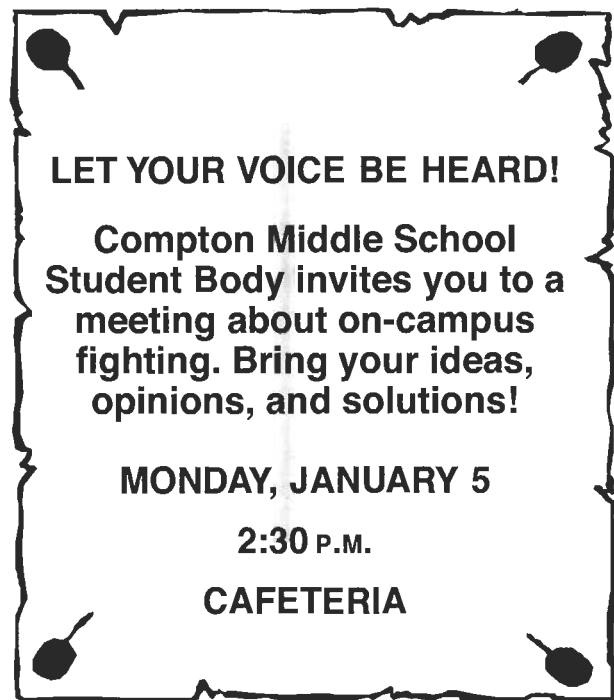
C ⁶The group of Compton Middle School students had gathered to discuss a solution to the problem of lunchtime fights on campus. ⁷Some students thought school uniforms were the answer. ⁸Others, like Maya, disagreed.

D ⁹“But where do we draw the line, Juan? ¹⁰First you take away the right to wear what we want. ¹¹Next, you’ll be telling us what we can and cannot read or say!”

E ¹²“Who’s to say wearing uniforms is going to stop fights?” a usually quiet boy asked from the back of the room.

F ¹³“Yeah! How is a uniform going to end that?” Maya added.

G ¹⁴“It may not, Maya. ¹⁵But I think it’s worth trying.” ¹⁶The school’s student body president turned to his classmates. ¹⁷“What if we wore school uniforms on a trial basis? ¹⁸If it ends fighting on campus,



we’ll wear school uniforms. ¹⁹If not, we’ll meet again and work out another solution. ²⁰How does that sound?”

H ²¹Vi spoke up quickly. ²²“That sounds like a great idea, Adam. ²³We could try it out for a year and see how it works.” ²⁴Nods of approval could be seen throughout the cafeteria. ²⁵Maya saw the positive response from her classmates.

I ²⁶“Wearing uniforms helped end fights at Central Elementary School and East Town High School, Maya,” another boy added.

J ²⁷“All right, we can give it a try,” Maya finally accepted. ²⁸“But don’t expect me to wear plaid pants!” she finished with a grin. ²⁹Laughter broke the tension of the room. ³⁰A show of hands made the decision final: School uniforms would be worn on a trial basis for a year.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Give two reasons from paragraph B that support the argument for wearing school uniforms.

List the numbers of the 2 sentences that best support your answer. ____, ____

2. What does the comment the boy made in sentence 12 suggest?

- A. He is for school uniforms.
- B. He doesn't agree that every school needs rules.
- C. He is unconvinced that school uniforms are the solution.
- D. He doesn't understand the argument.

3. What is the main conflict in the passage?

List the numbers of the 2 sentences that best support your answer. ____, ____

4. Which of the following traits best describes Maya?

- A. outspoken
- B. shy
- C. agreeable
- D. confused

List the letters of the 2 paragraphs that best support your answer. ____, ____

5. What caused students to call the meeting?

Give the number of the sentence that best supports your answer. ____

6. Which of the following quotes from the passage is a fact?

- A. "That sounds like a great idea, Adam."
- B. "We've had four gang-related fights on campus."
- C. "I don't think anyone should be able to tell me what to wear."
- D. "Next, you'll be telling us what we can and cannot read or say!"

7. What do you predict will happen to the campus as a result of wearing school uniforms?

List the numbers of the 2 sentences that best support your answer. ____, ____

18. The Bear and the Bees: A Fable by David White

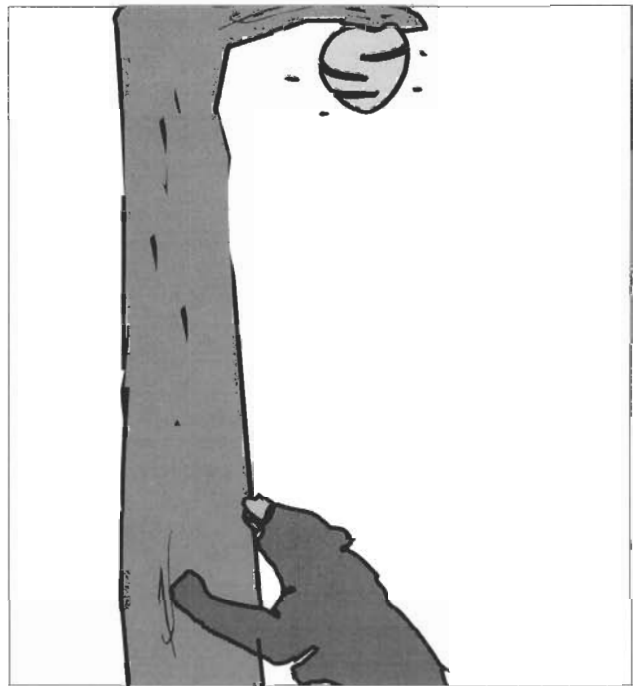
A ¹In the forest there lived a big bear. ²The bear was often hungry but didn't want to work for his food. ³"So much is available, why should I waste my energy?" the bear would say to any animal that listened.

B ⁴The other animals were careful to guard their food as best they could, but the bear always seemed to find a way to discover where their food was hidden. ⁵Since the bear was bigger than all the other animals in the forest, the bear got his way.

C ⁶Not even the bees were free from the bear. ⁷They learned the hard way that the place to build their hive was high up in a tall, thin tree that the bear couldn't climb. ⁸The bees worked hard all summer long, taking nectar from flowers and making honey so they would have something to eat in the winter. ⁹The bear, meanwhile, did nothing to prepare for winter.

D ¹⁰As the days grew shorter and colder, the bees enjoyed their honey and didn't worry about running out. ¹¹Many other animals, such as the squirrels and the ants, had stored food as well. ¹²Taking a tip from the bees, the squirrels and ants had stored their food in tall, thin trees. ¹³Other animals had moved away. ¹⁴It seemed that the bear was on his own.

E ¹⁵Time went by, and the bear grew hungry. ¹⁶He followed some bees to their home tree one day and tried and tried to climb to the top of the tree. ¹⁷But he was too tired and weak from not eating



to go more than a few feet up. ¹⁸Seeing this, the bees buzzed with laughter.

F ¹⁹"Please, share some of your food with me," the bear groaned. ²⁰"It's mighty cold out here, and I have nothing to eat. ²¹I've tried hibernating, but I just can't stay asleep."

G ²²"You should have thought of that in the summer," an angry squirrel chattered in reply. ²³"You depended on stealing our food then. ²⁴You can't get it now. ²⁵No nuts for you!"

H ²⁶Knowing he was beaten, the bear hung his head and walked sadly out of the forest. ²⁷The bees, squirrels, and ants felt not a bit sorry for him.

²⁸Moral: Cheaters get what they deserve.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. What is the main conflict in the story?

- A. The bear can't stay asleep.
- B. The bees won't share their food with the squirrels.
- C. The bees argue over where to hide their food.
- D. The other animals object to the bear stealing their food.

Give the number of the sentence that best supports your answer. ____

2. Why did the bees laugh at the bear?

- A. He was cold.
- B. He was hungry.
- C. He was asking them for food.
- D. He was too weak to climb the tree.

List the numbers of the 2 sentences that best support your answer. ____, ____

3. Which of these sentences is an opinion?

- A. The bear was often hungry but didn't want to work for his food.
- B. Not even the bees were free from the bear.
- C. "You should have thought of that in the summer."
- D. "No nuts for you!"

4. In the last half of the story, the author uses sounds to describe the animals' speech. Below, fill in the word used to describe the sound made by each animal.

bear _____

bees _____

squirrel _____

5. Tell how the bear's attitude is different from the bees' attitude.

List the numbers of the 4 sentences that best support your answer. ____, ____, ____, ____

6. Based on what you know about the bees, ants, and squirrels, what do you think they might say if the bear came back a week later and asked for food?

Give the number of the sentence that best supports your answer. ____

7. How does the story support the moral?

List the letters of the 3 paragraphs that best support your answer. ____, ____, ____

19. My First Alien Sighting by Cheryl Block

A ¹Carlos and I had been planning this campout all summer. ²We didn't want to sleep in a tent in the fenced back yard, as Mom would have preferred. ³We wanted "real" camping. ⁴Mom finally agreed to let us spend the night in the woods behind our yard. ⁵We were only a few yards from the house, but to us it seemed like another country.

B ⁶We set up the tent and rolled out our sleeping bags. ⁷Mom had packed us sandwiches for dinner. ⁸It was getting dark, so we turned on the lantern. ⁹We told stories and joked around for awhile, then we went to bed. ¹⁰We left the lantern outside and turned on, just in case there were any wild animals around.

C ¹¹I don't know how late it was when I was awakened by someone talking in a high, squeaky voice. ¹²I figured some of the guys were trying to scare us, so I woke up Carlos. ¹³We decided to crawl out the back of the tent and surprise them.

D ¹⁴As we came around the tent, we both got a shock. ¹⁵A small, glowing green creature was standing next to the lantern. ¹⁶All eight arms were waving and pointing wildly as he carried on in that high-pitched voice. ¹⁷He seemed to be upset that the lantern wasn't responding. ¹⁸Grabbing it, he shook the lantern.

E ¹⁹He wouldn't have seen us if Carlos hadn't sneezed. ²⁰The alien creature slowly turned and stared directly



at us. ²¹The green glow came from a green globe attached to the end of his nose (or what we thought was his nose). ²²But we didn't have time to get a good look at him. ²³Whirling around, he squealed and disappeared into the trees, leaving a glowing green trail behind him.

F ²⁴Carlos wanted to follow him, but I wasn't so sure it was a good idea. ²⁵As we were arguing about it, we heard a roar and looked up just in time to see a shining silver disk rise from the woods into the dark sky. ²⁶It was gone in a flash. ²⁷Carlos and I ducked into the tent and hid in our sleeping bags until morning. ²⁸When we got up, there was no sign of the little creature or his slimy trail. ²⁹Luckily, Mom didn't notice the glowing green spots that had baked onto the lantern.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Why do you think Mom preferred that the boys sleep in the back yard?

Give the number of the sentence that best supports your answer. ____

2. In sentence 5, what did the narrator mean when he said “it seemed like another country”?

List the numbers of the 2 sentences that best support your answer. ____, ____

3. Why did the boys think that some of their friends were outside?

Give the number of the sentence that best supports your answer. ____

4. What do you think happened to the little green creature?

- A. He took off in the shining disk.
B. He went back to his home in the woods.
C. He was eaten by a wild animal.
D. He disappeared without leaving a trace.

Give the number of the sentence that best supports your answer. ____

5. What probably caused the alien to disappear into the trees?

- A. He heard an animal in the woods.
B. He was startled by the boys.
C. The lantern wouldn’t respond.
D. It was getting late.

List the numbers of the 3 sentences that best support your answer. ____, ____, ____

6. How do you think the green spots got on the lantern in sentence 29?

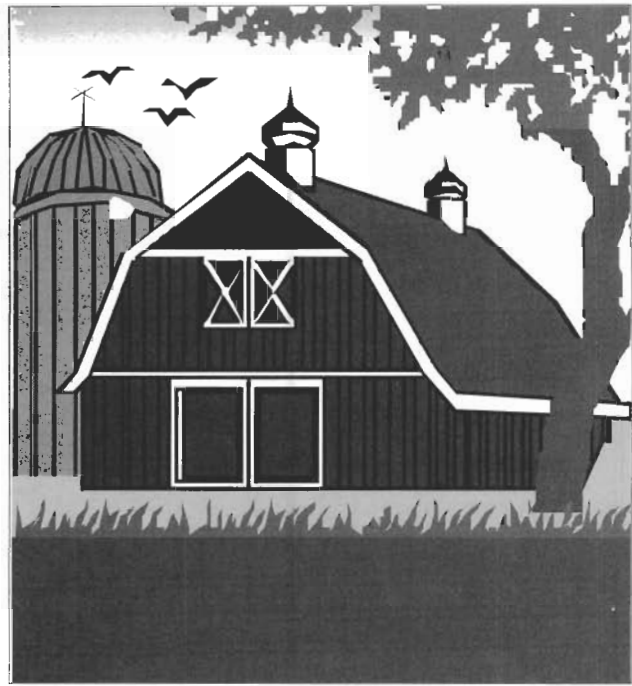
List the numbers of the 2 sentences that best support your answer. ____, ____

20. Farm Girl by Margaret Hockett

A ¹Step, slosh, step, slosh. ²Gloria cautiously placed one foot in front of the other, just like Papa showed her, her left arm outstretched to balance her burden. ³At 15 pounds, the pail of life-giving liquid weighed nearly a fifth of her own weight.

B ⁴She had left her father 20 yards behind, where he was transferring the big sucking machine from Betsy to Moovystar. ⁵The end of the barn was still a good thirty yards away. ⁶There she would steel herself for the effort of pouring out her pail in the milkhouse. ⁷She knew she would struggle to raise the pail high enough, without spilling a drop, to empty it into the bulk tank, its opening just above the level of her shoulders. ⁸She paused to catch her breath and wipe off the sweat that trickled down her neck. ⁹It was hard work for a girl of her age.

C ¹⁰Even so, she looked protectively at the farm product in the bucket at her side. ¹¹She knew every drop was precious, and would become money used to buy any of the food they did not grow themselves, any clothes they did not make at home. ¹²Each drop would also help her older brother finish college; eventually, it would allow her, too, to go to college.



DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. What sentence from paragraph B suggests that the pail contains milk?

Sentence ____

2. Choose the two best answers to complete the following sentence:
Gloria most likely felt that her work was

- A. hard but worth the effort.
- B. a necessary thing.
- C. something to do for fun.
- D. a waste of time.

List the letters of the 2 paragraphs that best support your answer. ____,

3. Which of these actions was completed within the story?

- A. carrying the pail to the end of the barn
- B. entering the milkhouse
- C. dumping the milk in the bulk tank
- D. carrying the milk twenty yards

Give the number of the sentence that best supports your answer. ____

4. You can conclude that Gloria is probably

- A. a preschooler.
- B. a preteenager.
- C. a high school senior.
- D. a college freshman.

Give the number of the sentence that best supports your answer. ____

5. The contents of the bulk tank most likely will be

- A. fed to farm animals.
- B. donated to the homeless.
- C. sold for money.
- D. fed to the family.

Give the number of the sentence that best supports your answer. ____

6. Why did Gloria walk so carefully?

- A. to protect the product she carries
- B. to keep herself from getting hurt
- C. so her father wouldn't criticize
- D. so her walk would take longer

Give the letter of the paragraph that best supports your answer. ____

7. As used in sentence 6, the word *steel* most likely means

- A. strengthen
- B. remind
- C. sneak away
- D. cover with a metal

21. Riddle Time

by Margaret Hockett

A ¹Greg and Nan enjoy making up games. ²Yesterday, they played DescriptoPict, in which one would draw an object and the other would guess it. ³Today, they were playing DescriptoRhyme. ⁴It was Nan's turn.

B ⁵"It's often wide but very long; it's hard to see the end. ⁶It can be curved, but sometimes straight; it often needs a mend. ⁷Sometimes it comes, sometimes it goes; it crosses many others. ⁸Use it on vacation or go home to see your mother."

C ⁹Greg took only a minute to recognize what she was describing.

D ¹⁰"It's the road!" he shouted.

E ¹¹"Right! ¹²Now you have to try your hand at it," Nan said, eager to guess his riddle.

F ¹³It took Greg a few minutes because, of course, he had to plan it so it would rhyme. ¹⁴Finally, he started:

G ¹⁵"It carries several members; all end in something hard. ¹⁶It hangs around in all the joints and sometimes in the yard. ¹⁷A tool you use in many ways, you raise it for attention; it should be easy now to guess—it's something you just mentioned!"



H ¹⁸Nan was stumped at first. ¹⁹She racked her brain thinking of different parts of her "road" riddle. ²⁰A road is hard, but what are the joints? ²¹The road crossings? ²²No—you raise it for attention. ²³Road workers raise flags...but she never mentioned those. ²⁴She gazed at her fingers as they drummed on the table. ²⁵Fingers...are attached with joints...to hands...which are raised for attention...

I ²⁶"I've got it!" she exclaimed.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. What clue probably gave Nan the answer to Greg's riddle?

List the numbers of the 3 sentences that best support your answer. ____, ____, ____

2. Which of the following are rules of the game Greg and Nan were playing? (Choose all that apply.) You have to

- A. describe an object.
- B. draw an object.
- C. make the clues rhyme.
- D. use at least 5 sentences.

List the letters of the 3 paragraphs that best support your answer. ____, ____, ____

3. What is the answer to Greg's riddle?

List the numbers of the 2 sentences in which Nan mentions the answer to Greg's riddle. ____, ____

4. Which one of the following is NOT referred to in Greg's rhyme? (Hint: some of these are referred to by other names.)

- A. fingernails
- B. joints
- C. bones
- D. hand

5. In general, Nan and Greg

- A. try to outdo each other.
- B. make up and play games.
- C. play DescriptoRhyme.
- D. draw objects for each other.

6. If Nan and Greg made up a game called DescriptoSong, what would the players have to do?

Give the number of the sentence in paragraph A that best supports your answer. ____

7. In sentence 18, "Nan was stumped" meant that Nan

- A. needed to make a choice.
- B. was sitting on a tree.
- C. had stubbed her toe.
- D. couldn't think of an answer.

8. Number the following according to the order given in the passage.

- ____ Nan wonders about Greg's riddle.
- ____ Greg guesses "the road."
- ____ Greg describes a hand.
- ____ Nan gives a description.
- ____ Greg thinks about his riddle.

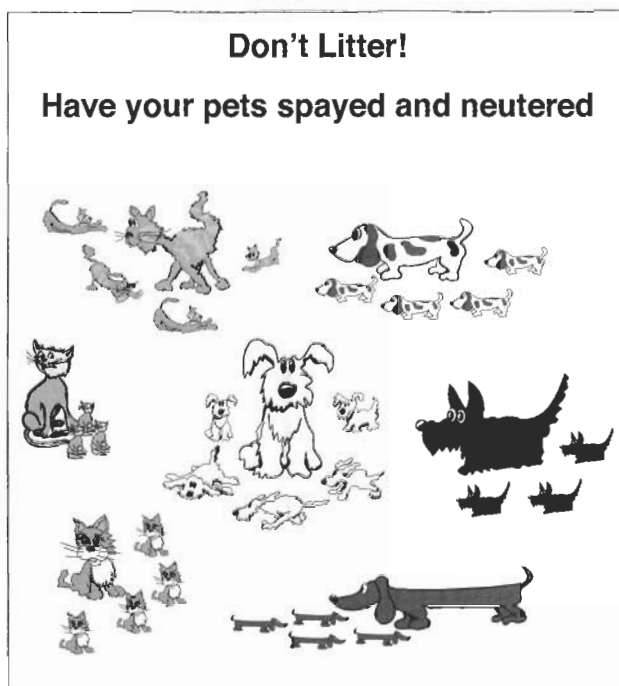
22. Pet Overpopulation by Carrie Beckwith

Dear Editor:

A ¹Dog and cat overpopulation is a serious problem. ²Most people don't realize that every day in the United States, almost 100,000 puppies and kittens are born. ³Compare this to the 11,000 humans that are born each day. ⁴As you can see, there simply aren't enough homes for them all.

B ⁵An easy way to lessen the problem of pet overpopulation is to have your pets spayed or neutered, or "fixed." ⁶Spaying or neutering an animal is a simple surgery that prevents your pet from having a litter of kittens or puppies. (⁷Females are spayed and males are neutered.)

C ⁸I know some people argue that fixing a pet is dangerous to the animal. ⁹They believe that it shortens the animal's life and causes health problems. ¹⁰They also worry that the surgery itself is too risky. ¹¹However, studies have shown that animals who are fixed live just as long and are just as healthy as animals who have not been fixed. ¹²There will always be some risk with surgery, but fixing a pet is a fairly simple operation. ¹³The real risk is *not* spaying or neutering your animal and having to find homes for 6 to 8 new puppies or kittens!



D ¹⁴If you still haven't been convinced to have your pets spayed or neutered, imagine this: You purchase a cat at the pet store. ¹⁵Your new cat, Fluffy, has a litter of 6 kittens. ¹⁶If each of those 6 kittens has 6 kittens, there will be 36 new kittens. ¹⁷If those 36 kittens each have 6 kittens, there will be 216 new kittens! ¹⁸Female cats as young as 6 months of age can give birth to kittens. ¹⁹That means that after only a year and a half, Fluffy could have 258 offspring! ²⁰As you can see, the problem can get out of hand very quickly.

E ²¹So become a solution to the problem of pet overpopulation—spay or neuter your animal friends!

Sincerely,

A concerned
member of the
community

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. What is the writer trying to convince you to do?

List the numbers of the 2 sentences that best support your answer. ____,

2. Using paragraph A, give the numbers of the two sentences that best support why the author believes you should have your pets fixed.

Sentences ____, ____

3. What can you conclude from the example of Fluffy in paragraph D?
- A. Cats should be left indoors.
 - B. Cats reproduce quickly.
 - C. Cats can't have kittens until age one.
 - D. Cats should be watched carefully.

4. Give two reasons why people might NOT spay or neuter their pets.

List the numbers of the 2 sentences that best support your answer. ____,

5. What type of math did the author do to find out Fluffy could have a total of 258 offspring?

- A. addition and subtraction
- B. multiplication and addition
- C. multiplication and division
- D. square root

6. What do you think would happen to the problem of pet overpopulation if more people spayed/neutered their pets?

- A. Pets would have more litters.
- B. The problem would get worse.
- C. More animals would end up in shelters and pounds.
- D. The problem would get better.

Give the number of the sentence that best supports your answer. ____

7. Why does the writer bring up the views of people who disagree with having their pets fixed?

- A. He wants to defend their position.
- B. He doesn't know how to make an argument.
- C. He doesn't understand their views.
- D. He wants to explain why he thinks they're wrong.

23. A Tale of Two Boarders by Margaret Hockett

A ¹I, Su Kapo, was ready for a change. ²My skateboard was only two months old but I was tired of it. ³At first, I loved the blue design highlighted with bright colors. ⁴After awhile, the graphics “got old” and everyone else’s board looked better to me. ⁵What could I do? ⁶I couldn’t afford a new one. ⁷Then I saw it! ⁸An ad for a used skateboard that sounded really cool.

B ⁹Check out the hottest skate in town! ¹⁰Gold and crimson bands form a dragon that appears and disappears in the misty aqua background of this rolling winner. ¹¹Only \$85! ¹²Call 303-6578.

C ¹³I called the number. ¹⁴Like me, the owner was tired of her board, and she suggested a trade! ¹⁵If she liked my board and I liked hers, we would exchange boards and both be happy.

D ¹⁶Skating to her house, I gazed at the top of my board. ¹⁷Maybe the idea that someone else might want my board made me see it in a new light. ¹⁸I had never noticed how those yellow and red stripes curved back and forth through the blue-green haze. ¹⁹Or how they could come together to form the shape of some kind of...beast?

E ²⁰I was at her front door. ²¹Before I could knock, the door swung open and revealed a girl about my age and size. ²²We both shouted with surprise as we each looked at the other’s skateboard.



DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. What is the best explanation for the girls' surprise?

A. Their boards looked alike.
 B. The girls were the same size.
 C. They didn't expect to see each other.
 D. The door swung open too suddenly.

List the letters of the 2 paragraphs that best support your answer. _____, _____

2. In sentence 4, Su says the graphics "got old," though the board was only two months old. What do you think she really meant?

Give the number of the sentence from paragraph C that best supports your answer. _____

3. Explain why Su didn't recognize the description of the board in the ad.

List the numbers of the 3 sentences that best support your answer. _____, _____, _____

4. What was the "beast" mentioned in sentence 19?

5. In sentence 2, Su says she was tired of her board after only two months. If she also said "I never finish books because I lose interest," you might say that Su is a person who

A. keeps her interest in things.
 B. becomes bored quickly.
 C. takes good care of things.
 D. sticks to her decisions.

6. The word *reveal*, in sentence 21, most nearly means

A. hit.
 B. uncover.
 C. hide.
 D. enclose.

7. Predict what Su will likely do next.

List the numbers of the 3 sentences that best support your answer. _____, _____, _____

8. Describe two ways the writer of the ad tries to persuade the reader to buy the board.

24. Little Squirt, Big Squirt

by Carrie Beckwith

A ¹I was facing another hot, boring day in the valley. ²Normally, I didn't allow my little brother to step one foot near me, but I decided this day would have to be different. ³I came up with the idea of turning Mom's clothesline into a theatre of sheets, and I let A.J. help me. ⁴"This time," I told him, "I will be a beautiful Arabian belly dancer." ⁵With golden bells around my waist and billowy lavender pants, I danced to the snakes. ⁶They coiled themselves as if to attack, but were powerless under the spell of my dancing. ⁷"Hissss..."

B ⁸"Stop! ⁹You're spitting on me."
¹⁰My brother screamed and fell backwards in a fit of laughter, knocking over the picnic bench that was supposed to be front row seating.

C ¹¹"You have no imagination, A.J."
¹²Of course, why did I expect an eight year old to know raw talent when he saw it?

D ¹³"Well maybe if you did something besides squirm around with the garden hose I'd be interested!" A.J. joked. ¹⁴Then he picked himself up and began cartwheeling around the yard, amused by his own humor.

E ¹⁵I did not take kindly to insult, especially from my own brother. ¹⁶So I did what any self-respecting sister would do to keep her brother in line...I played a little trick on him. ¹⁷"You're right, A.J.," I said. ¹⁸"I'll start over. ¹⁹This time I'm going to enter the stage from behind this bush. ²⁰You won't be able to see me right away,



but just sit on the bench and wait, okay?
²¹I'm going to act out a mystery, and I want you to be part of it, too."

F ²²When A.J. heard he could participate in one of my plays, he raced to the picnic bench, sat down, and folded his hands. ²³Within seconds, I had the hose. ²⁴POW! ²⁵Right to the gut! ²⁶Front row seating was soaking wet. ²⁷"How did you like that mystery, A.J.?" I cackled. ²⁸But A.J. was quick. ²⁹He leaped up, grabbed the hose at its neck, and squirted it right back at me.

G ³⁰"Not as much as I like squirting you with this hose, Tameeka!"

H ³¹Nothing was left dry when we were through. ³²As I look back now, maybe it wasn't such a boring day after all.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Why do you think Tameeka “allowed” A.J. to play with her?
A. She always played with her brother.
B. She needed an actor for the play.
C. She didn’t have anything better to do.
D. She liked A.J.’s ideas.

Give the number of the sentence that best supports your answer. ____

2. From whose point of view is the story written? Explain your answer.
A. An unnamed narrator
B. A.J.’s
C. Mom’s
D. Tameeka’s

3. What caused A.J. to race back to the picnic bench?

Give the number of the sentence that best supports your answer. ____

4. What does A.J.’s reaction to being in his sister’s play tell you about him?
A. He is afraid of his sister and will do whatever she asks of him.
B. He is excited about being part of the play.
C. He has his own plan to trick his sister.
D. He’s not sure if he wants to be part of his sister’s play.

Give the number of the sentence that best supports your answer. ____

5. Compare Tameeka’s opinion of the day at the beginning of the story to her opinion at the end.

List the numbers of the 2 sentences that best show this comparison. ____, ____

6. Put the following events in their correct order.

____ A.J. sprays Tameeka with hose.
 ____ A.J. knocks the bench over.
 ____ Tameeka pretends to be a belly dancer.
 ____ Tameeka tells A.J. she will act out a mystery.

7. What conclusion about Tameeka is NOT supported in the story?

A. She likes to dance.
B. She is shy.
C. She is playful.
D. She is imaginative.

8. Using paragraph A, describe the setting of the story.

List the numbers of the 2 sentences that best support your answer. ____, ____

25. No Show

by Margaret Hockett

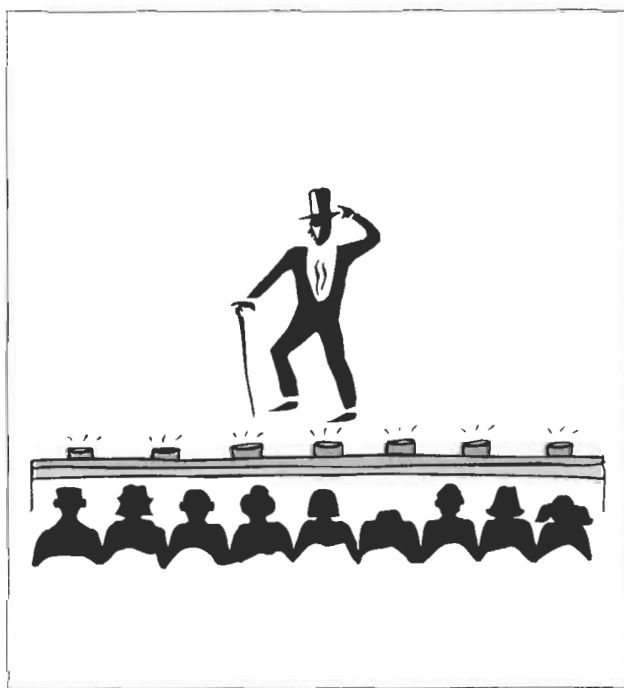
A ¹“Look,” I said, sitting on Jeremy’s bed, “everyone’s going to be there. ²And Mr. Grimes says some kid is doing some really cool magic tricks this year.” ³But my best friend was making some lame excuse about going to the library first. ⁴I was afraid he was going to miss “Talent on Tap” at the high school gym. ⁵The variety show was so funny last year we both thought we’d bust a gut laughing.

B ⁶I tried once more. ⁷“Come on! ⁸“You even have your dress shoes on—and shined,” I said. ⁹“Let’s go now!”

C ¹⁰“Nah, I’ll catch up with you later, Sid.”

D ¹¹I gave up and left to meet Andy. ¹²Come to think of it, I’d been doing a lot with Andy lately. ¹³Jeremy had missed baseball and dinner at my house last week. ¹⁴And he seemed thoughtful—he hadn’t flashed his crinkly grin in days.

E ¹⁵We found our seats as the Master of Ceremonies began. ¹⁶After a few warmup jokes, he introduced The Dipsy Doodle Talking Poodles. ¹⁷They were only mildly funny. ¹⁸But by the time the Door Jams finished, we were rolling on the floor! ¹⁹Time for mystery and drama: the Magic Moment act was about to commence...



F ²⁰I looked around anxiously, hoping Jeremy had finally made it, because this act looked like it would be really big.

G ²¹KaBoom! ²²There was a bright glow, then a figure in black arose out of a mist. ²³His back was to us, and I caught a reflection of light off his glossy heels. ²⁴He slowly turned, one hand on the brim of his top hat, as his face crinkled into a grin...

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Who is Sid's best friend?

Give the number of the sentence that best supports your answer. ____

2. What was Sid's conflict with Jeremy in paragraphs A and B? Sid was trying to

- A. convince him to go to a show.
- B. make up with him after fighting.
- C. get him to go to the library.
- D. ask him to come to dinner.

Give the number of the sentence in paragraph A that best supports your answer. ____

3. What persons are meant by "We" in sentence 15?

4. Sid uses the phrase "rolling on the floor" to show that they

- A. thought the act was very funny.
- B. were tired of sitting.
- C. were too bored to watch.
- D. had been scared.

5. What does the word *commence* mean as used in sentence 19?

- A. bomb
- B. cancel
- C. begin
- D. end

6. Give two clues from paragraph G that support the idea that Jeremy was the magician in the show.

Give the number of the sentence that best supports each clue. ____, ____

7. Assuming that Jeremy was the magician, when do you think he found time to practice his magic act?

Give the number of the sentence that best supports your answer. ____

26. Truth or Dare by Carrie Beckwith

A ¹Ann approached the house timidly. ²Her first instinct was to run back to the safety of the tree house where Neve and Drew were waiting for her. ³But this was a dare for her membership test, and that meant serious business.

B ⁴"The house has been abandoned for over a hundred years," Ann remembered Neve telling her.

C ⁵"The McWilliams family just picked up and left. ⁶People said there was something strange about the way it all happened. ⁷Since then, no one has set foot in the house," Drew had explained.

D ⁸Ann held her breath and placed one foot on the paint-chipped steps of the front porch. ⁹Every step closer to the front door made her heart pound faster and louder. ¹⁰Her cold, sweaty hand clenched and twisted the knob. ¹¹The door swung open with unexpected ease. ¹²"Maybe it was the wind," Ann tried to reason.

E ¹³Her steps were cautious as she entered the dining room. ¹⁴She stopped, her eyes darting wildly around the room. ¹⁵Old, worn linens hung over the cherry wood tables and chairs. ¹⁶Behind the cabinets, long-stemmed wine goblets were neatly arranged in rows, like little glass armies.

F ¹⁷Ann crept towards the winding, red-carpeted staircase. ¹⁸*Were those pictures of the McWilliams family lining the walls of the hallway upstairs?* ¹⁹Her curiosity was piqued. ²⁰She walked upstairs and gazed at the yellowed



portraits of a family long gone. ²¹Just down the hallway, an open door with a stream of light caught her attention. ²²The wood floors creaked as she walked down the hall. ²³The words came ringing back to her, "The McWilliams family just picked up and left. ²⁴People said there was something strange about the way it all happened."

G ²⁵Ann couldn't take it anymore. ²⁶She raced down the stairs, out the back door, and straight to the tree house. ²⁷Nearly out of breath, she hollered, "Drew, Neve, I'm back! ²⁸I made it!" ²⁹The girls tried to hold back their amusement, but couldn't.

H ³⁰"You're right. ³¹You did make it, Ann. ³²Welcome to our Tree House Club! ³³And if it makes you feel any better, that old house isn't really abandoned. ³⁴It's going to be part of the new town museum called Village of Our Past!"

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Which two sentences in paragraph A best support the idea that Ann was nervous about going into the house?

Sentences _____, _____

2. Which sentence in paragraph E uses a simile to describe something? Write the sentence.

3. In paragraph F, Ann decided to go upstairs because she noticed
- A. the portraits of the McWilliams family.
 - B. the long-stemmed wine goblets.
 - C. the stream of light just down the hallway.
 - D. the worn linens.

List the numbers of the 2 sentences that best support your answer. _____, _____

4. The word *piqued*, as used in sentence 19, means
- A. controlled.
 - B. stopped.
 - C. mistaken.
 - D. excited.

5. Put the following events in the order they happened in the story.

_____ Ann goes upstairs.

_____ Ann is dared.

_____ Ann runs out the back door.

_____ The front door swings open.

6. Using paragraphs E and F, list the numbers of the two sentences that best show that Ann was careful.

Sentences _____, _____

7. Which two paragraphs best describe the way the house looks inside?

- A. Paragraphs F and G
- B. Paragraphs A and E
- C. Paragraphs E and F
- D. Paragraphs F and H

8. Which of the following can you conclude about Neve and Drew? (Choose all that apply.)

- A. They were relieved to see Ann come back.
- B. They knew what was going on all along.
- C. They have asked Ann to tell the truth about something.
- D. They are members of the Tree House Club.

List the numbers of the 2 sentences that best support your answer. _____, _____

27. Case of the Missing Diamond by David White

¹No one spoke in the small, hot room.

²They all knew each other too well.

³Inspector Graham questioned each person in turn, making notes on a thin, white pad.

⁴The man in the striped trousers shifted in his chair, gripping his briefcase tightly. ⁵The teenaged boy in the blue blazer leaned against the bookcase, trying to look bored.

⁶The woman in the red dress stood up and stretched. ⁷Realizing she was being watched, she sat back down quickly and wrapped her hands around her purse.

⁸When she was sure no one was looking, she opened the purse. ⁹She looked inside, smiled, and snapped the purse shut.

¹⁰The man seated on the couch wiped his sweaty hands on his handkerchief.

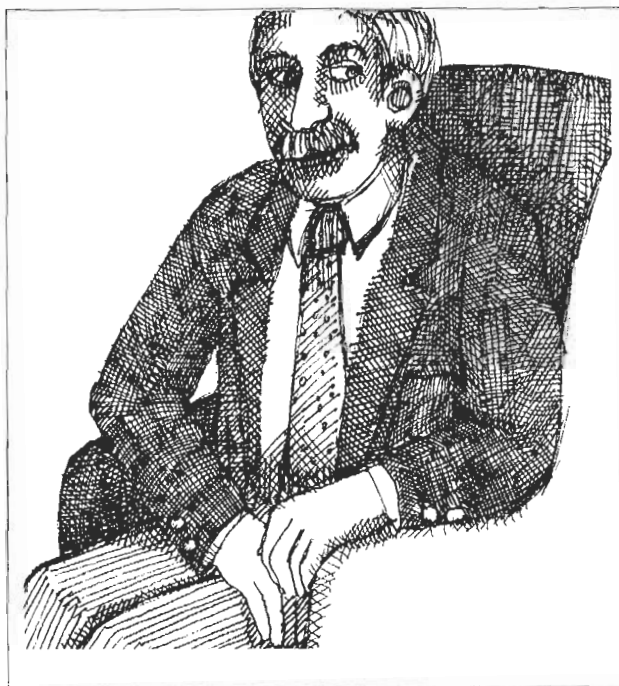
¹¹He tapped his hearing aid in response to a question from the inspector. ¹²When the question was repeated more loudly, he nodded his head. ¹³His wife was sitting straight up at the end of the couch. ¹⁴She stared at the wall and barely responded to the inspector's questions. ¹⁵Her heavy earrings jingled over her knees.

¹⁶The antique clock struck two.

¹⁷Everyone jumped. ¹⁸The silence returned.

¹⁹"It's all clear to me now," the inspector said loudly. ²⁰"Mrs. Page's diamond has been missing for eighteen hours. ²¹You have all remained here in this house. ²²One of you has that diamond right now."

²³The suspects looked quickly at one another, then back at the inspector.



²⁴The teen was the first to speak.

²⁵"When can I get out of here?" he said loudly, putting his hands back in his pockets. ²⁶"I have a date tonight."

²⁷The woman in the red dress turned pale. ²⁸"You don't think it's me, do you?" she said softly. ²⁹Her hands were pale as she clutched her purse.

³⁰The man in the striped trousers stood up angrily. ³¹"You're mad, Graham," he said. ³²"I'm leaving."

³³"This is an outrage!" the woman on the couch said, standing up suddenly. ³⁴Her left earring fell off and hit the floor, shattering into a dozen pieces. ³⁵The room was suddenly abuzz.

³⁶"Good thing it's a fake," Inspector Graham whispered.

³⁷"It is not a fake!" the man on the couch roared. ³⁸"We paid good money for those earrings!"

³⁹"So," the inspector said with a smile, "you don't need the hearing aid after all. ⁴⁰In fact, the missing diamond is about that size."

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Where do you predict the diamond will be found?

- A. in a purse
- B. in the clock
- C. in a briefcase
- D. in the hearing aid

List the numbers of the 2 sentences that best support your answer. ____,

2. In sentence 17, why did everyone jump when the clock struck two?

3. What caused the earring to fall off?

List the numbers of the 2 sentences that best support your answer. ____,

4. Which is true of *all* the suspects?

- A. They are all sitting down.
- B. They are all holding something.
- C. They all know one another.
- D. They all work for Mrs. Page.

Give the number of the sentence that best supports your answer. ____

5. How did the setting, as described in sentence 1, affect the suspects?

6. Give one example of how the man in striped trousers revealed his nervousness through his actions.

Give the number of the sentence that best supports the example. ____

7. Give two examples of how the woman in the red dress acts suspicious of other people.

List the numbers of the 2 sentences that best support your answer. ____,

28. Buttered Up by Margaret Hockett

A ¹It was a very hot day, and Pa and I were weary after driving Uncle Charlie to the train station in our new Model T Ford. ²On the way back home, Pa pulled into the gravel drive by Sickle Tree. ³The sprawling oak had got that name because of the rusty old sickle* trapped within its trunk. ⁴A farmer had hung it on the tree before heading off to the Civil War, from which he had never returned.

B ⁵As we neared the stout woman minding a churn,** I could see what Pa had in mind. ⁶There was nothing he loved better than a big old glass of buttermilk on a good hot day.

C ⁷"I'll give ya five cents for a glass of that," he told her. ⁸But the good-hearted woman offered us both buttermilk in exchange for gossip, as she "didn't get to town much."

D ⁹We sat under the tree and enjoyed our cool, rich drinks while the woman churned. ¹⁰She and Pa chatted pleasantly about the weather, farming, and life in general. ¹¹I was the first to notice the mangy looking yellow cat sneaking up to the churn as the woman removed the churn lid.

E ¹²I was too fascinated to make a sound as the cat jumped up on the edge of the churn and promptly fell in.



F ¹³When Pa and I realized how that dirty old cat would affect the woman's wonderful buttermilk, we felt sorry for her. ¹⁴But the woman didn't seem too disturbed. ¹⁵She just pulled out the cat, held him up with one hand, and wrung him out into the churn. ¹⁶"You fool cat!" she scolded. ¹⁷"That's the third time you've been in there today!"

G ¹⁸We left shortly after that. ¹⁹Pa thanked the woman politely, but I noticed that it was the first time he had ever left a glass of buttermilk unfinished.

* sickle: a tool used for cutting grain

**churn: (1) a container in which milk is made into butter by stirring, (2) the act of stirring milk until it becomes butter

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. The story most likely takes place

- A. in the present time.
- B. just after the Civil War.
- C. in the early 20th century.
- D. in the future.

List the numbers of the 2 sentences that best support your answer. _____, _____

2. As used in sentence 5, what does the word *mind*ing mean?

- A. tending
- B. baby-sitting
- C. being bothered by
- D. guarding against theft

3. Why does the narrator call the woman “good-hearted” in paragraph C?

Give the number of the sentence that best supports your answer. _____

4. Why do you think the farmer never removed the sickle from the oak tree described in paragraph A?

5. As used in sentence 11, the word *mangy* is used to imply that the cat is

- A. groomed.
- B. bright.
- C. mean.
- D. unclean.

6. Pa probably left his glass unfinished because he realized that

- A. he was too full.
- B. they would be too late getting home.
- C. he didn’t like cats.
- D. the cat had probably been in his milk.

Give the number of the sentence that best supports your answer. _____

7. Do you think Pa will stop for buttermilk at Sickle Tree again? Why or why not?

List the numbers of the 2 sentences that best support your answer. _____, _____

8. The woman seems most concerned about

- A. cleanliness.
- B. losing buttermilk from the churn.
- C. keeping the cat from drowning.
- D. health.

Give the number of the sentence that best supports your answer. _____

29. It's All Downhill by David White

¹"Slow down, Brad, you're blowing dirt in my face!"

²"Hey, if you were ahead of me like you're supposed to be, you wouldn't even see this dirt," Brad yelled back, bracing himself as he skidded through more dirt.

³"Well, I'm not the one screaming around curves, nearly wiping out every minute."

⁴"Eric, those girls are ahead of us. ⁵It's time to catch up."

⁶They zigzagged down a narrow stretch of trail, their eyes focused on the rocks and roots beneath them.

⁷"Maybe if you hadn't had that flat at the top—"

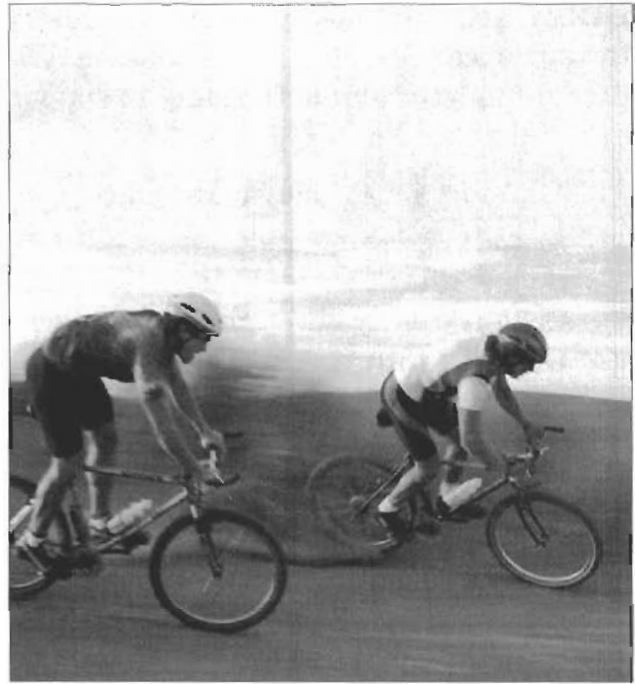
⁸"We fixed it in no time, didn't we?"
⁹Besides, it's not like we're racing them."

¹⁰"Yeah, but we will be soon," Eric said as he braked and turned the handlebars to avoid another rock. ¹¹"This is a training ride. ¹²That race is in two weeks."

¹³"That's exactly why I want to go fast down this hill."

¹⁴Brad shifted into a higher gear and zoomed ahead, managing to keep one foot on the pedals as he swerved around another curve. ¹⁵Eric carefully kept close behind. ¹⁶Like a yo-yo, he soon caught up.

¹⁷"What are you, some kind of stuntman? ¹⁸You're out of control, Brad. ¹⁹I'm right behind you, and I'm in control. ²⁰You've got maybe 2 or 3 seconds on me at the most."



²¹They pedaled through grassland and across a shallow stream and then back into the trees. ²²Brad let out a whoop and zoomed ahead. ²³Bending to avoid hitting his head on a low branch, he came up too late to see a big rock in the middle of the trail. ²⁴He hit the rock, and bike and rider went airborne. ²⁵Fortunately, no branches hung low on the downward side. ²⁶The landing jolted him hard, but Brad stayed aboard. ²⁷He stopped to catch his breath. ²⁸Eric stopped right behind him.

²⁹"Don't you remember that rock from the trip up?" Eric said. ³⁰His face was a mixture of laughter and concern. ³¹"Who are you trying to impress? ³²The girls are way ahead of us now. ³³Be careful."

³⁴"I didn't wipe out, did I? ³⁵Besides, it was a big rock."

³⁶"Yeah, well, I'm not picking you up if you fall down. ³⁷See you at the bottom."

³⁸"See you there!"

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Which quote from the passage best sums up the main idea?

A. "Be careful."
 B. "See you there!"
 C. "It's time to catch up."
 D. "This is a training ride."

Give the number of the sentence that best supports your answer. ____

2. Which is the correct order for the following events? Choose A, B, C, or D.

1. Brad has a flat tire.
 2. Brad shifts into a higher gear.
 3. Brad blows dirt in Eric's face.
 4. Brad goes airborne after hitting a rock.

A. 1, 2, 3, 4
 B. 1, 3, 2, 4
 C. 4, 1, 3, 2
 D. 4, 3, 2, 1

3. Why did dirt blow in Eric's face?

A. He was riding behind Brad.
 B. He was riding carefully.
 C. He stopped right behind Brad.
 D. He turned his handlebars to avoid a rock.

4. Based on the conversation the cyclists have, do you think Eric will stop to help Brad if Brad falls down? Explain your answer.

Give the number of the sentence that best supports your answer. ____

5. Contrast the way the two riders go down the hill. To support your answer, list three sentences for each rider.

Brad: ____, ____, ____

Eric: ____, ____, ____

6. Which of these is the best reason why Brad wanted to go fast?

A. He had a flat tire.
 B. He shifted into a higher gear.
 C. He was trying to show off in front of Eric.
 D. He knew his friends were ahead.

List the numbers of the 2 sentences that best support your answer. ____, ____

7. Sentence 16 contains which kind of figure of speech?

8. Which of these quotes from the story is an opinion?

A. "That race is in two weeks."
 B. "Besides, it was a big rock."
 C. "You're out of control, Brad."
 D. "Eric, those girls are ahead of us."

30. Teacher Turns Eleven by Margaret Hockett

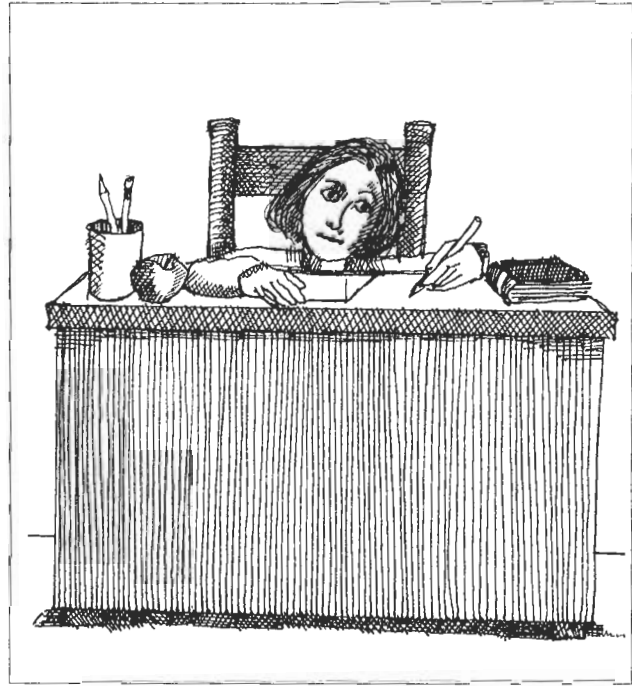
A ¹Ms. Henson thought she was getting too old. ²She was annoyed that she couldn't see without her bifocals—"Those are for old 'folkles,'" she'd say—and that she had trouble bending to pick up papers. ³"I'm just going to have to start getting younger," she finally said.

B ⁴First, we noticed a new sparkle in her eye. ⁵A couple of days later, it looked as if someone had erased her mouth wrinkles. ⁶Her walk seemed bouncier, and she started wearing teenagers' clothes. ⁷It was all pretty odd, but when she got shorter and started talking funny it got scary.

C ⁸We could barely see her over the books on her desk. ⁹A high-pitched voice would pierce the room with "Time for social studies, class." ¹⁰The sight of this small creature acting like a teacher was even stranger than the voice. ¹¹It would have been funny except for that no-nonsense attitude in her voice and manner. ¹²We got used to the changes, and class was pretty much "business as usual."

D ¹³Ms. Henson showed her usual talent for problem solving. ¹⁴When she couldn't reach the top of the blackboard, she declared "We'll just have to lower it." ¹⁵After we helped her do that, she proceeded to fill it entirely with chalk marks. ¹⁶Math, social studies, reading assignments—all appeared under her childish yet capable fingers.

E ¹⁷Things went well until Genie Fix came to school. ¹⁸On Genie's first day, we had a substitute for the morning since Ms. Henson was at the dentist and



wouldn't be back until recess. ¹⁹It was obvious that Genie was a "do righter." ²⁰She scolded Won and me for passing notes. ²¹She gave threatening looks to the girls who were making faces in class. ²²Anyway, during recess, Genie came in to the classroom to get her sweater. ²³She found Ms. Henson taking the field trip money out of her special locked drawer. ²⁴Well, when Genie found what appeared to be a student thief, she got all bent out of shape. ²⁵She yelled and tried to grab the money bag. ²⁶Ms. Henson held on tight, but when Genie gave a second yank, Ms. Henson went flying backward! ²⁷She ended up with four stitches and a whole bunch of bruises. ²⁸That's when she decided that being eleven was too dangerous.

F ²⁹Before long, Ms. Henson's head appeared higher and higher behind her desk. ³⁰A familiar quality came back to her voice. ³¹The childish clothes and smooth skin went away. ³²But one thing that never did go away was that mischievous gleam in her eye.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Choose the main idea of the passage.

- A. The teacher learns a lesson.
- B. The teacher gets hurt.
- C. The class learns to cope.
- D. The new student takes a stand.

Give the number of the sentence in paragraph E that best supports your answer. ____

2. From sentence 5, which of the following is reasonable to conclude?

- A. A sketch of Ms. H had been changed.
- B. Ms. H's wrinkles were disappearing.
- C. Some of Ms. H's makeup was removed.
- D. Ms. H had just gotten into a fistfight.

Explain your answer.

3. Put the features of Ms. Henson in the order they appear in the story.

- ____ Short height
- ____ Sparkle in her eye
- ____ Bounce in her step
- ____ Bruises

4. What was the one change that remained with Ms. Henson at the end of the story?

List the numbers of the 2 sentences that best support your answer. ____, ____

5. Based on her actions from the story, what do you think Genie Pix would do if she found someone cheating on a test?

- A. Talk them out of it.
- B. Point it out.
- C. Wait until after class to discuss it.
- D. Ignore it.

Give the letter of the paragraph that best supports your answer. ____

6. As a result of Genie's letting go of the money bag, Ms. Henson

- A. yelled loudly.
- B. held on tight.
- C. knocked Genie over.
- D. lost her balance.

7. The narrator is

- A. a student in Ms. Henson's class.
- B. a teacher in Ms. Henson's school.
- C. the new student.
- D. an observer outside the class.

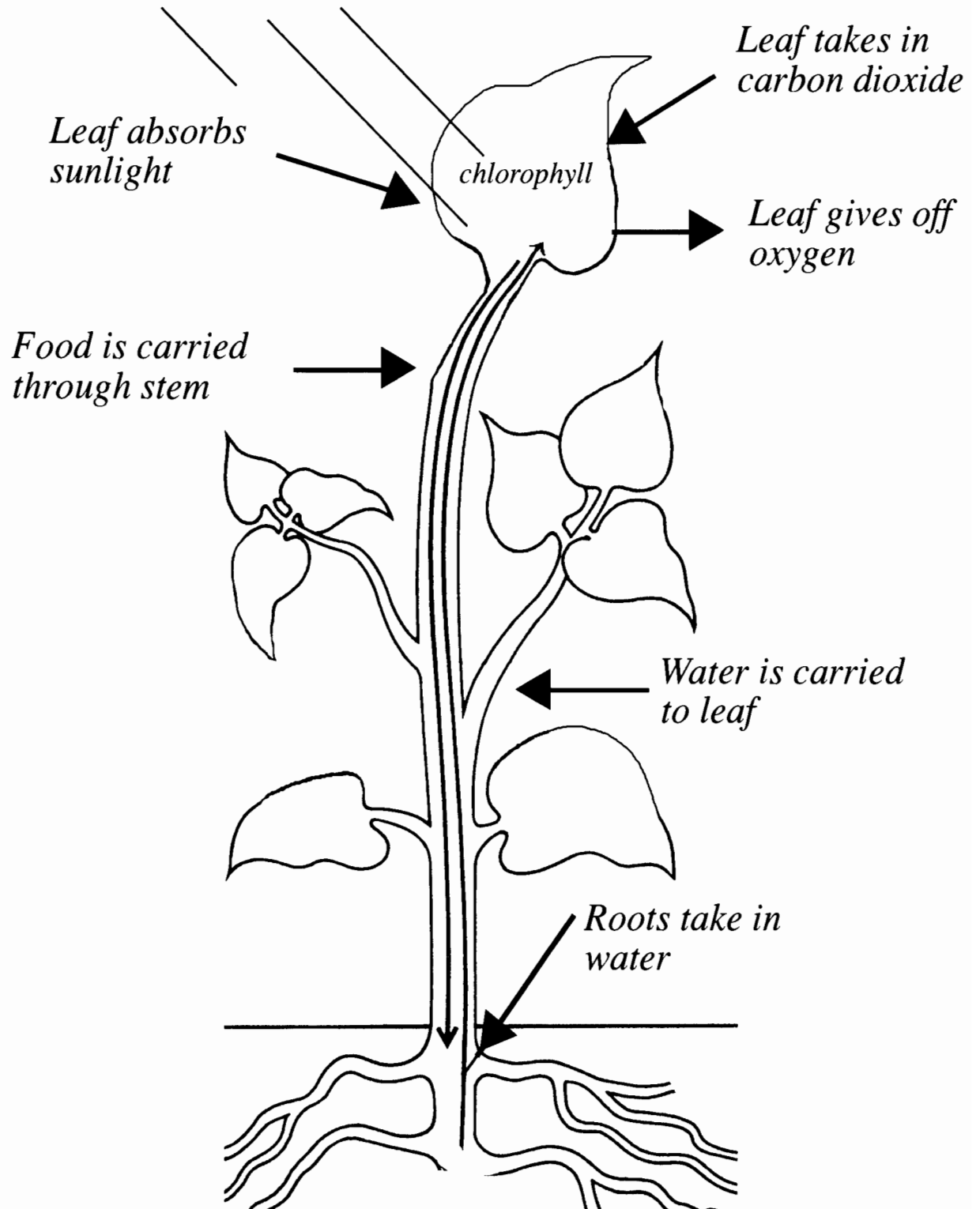
Give the number of the sentence in paragraph E that best supports your answer. ____

8. Which could be the theme of this story?

- A. New students imagine things.
- B. Being young makes things better.
- C. Getting old is worse than anything.
- D. With change comes knowledge.

Give the number of the sentence that best supports your answer. ____

nonfiction

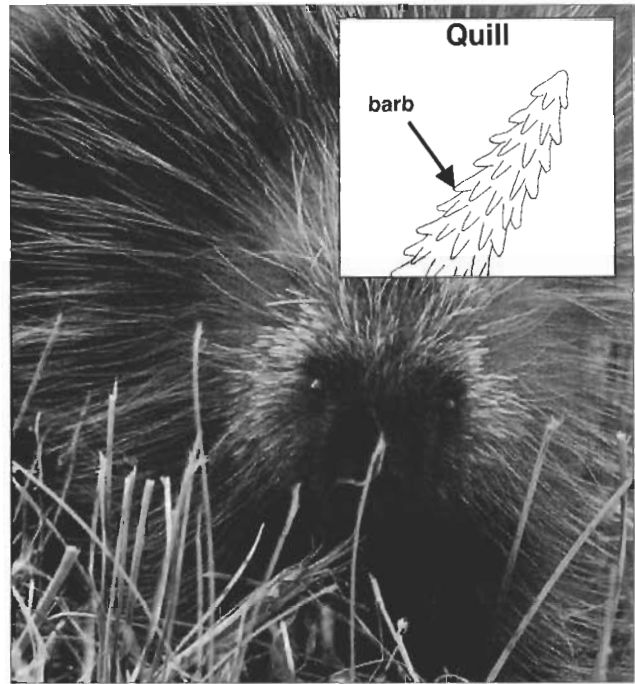


31. "Pokey-pines" by Margaret Hockett

A ¹Do you like getting stuck with thorns? ²Then you probably won't enjoy getting too close to the "thorn pig," or porcupine.

B ³The word porcupine comes from two Latin words, *porcus* and *spina*. ⁴*Porcus* means pig, though the porcupine is not a pig. ⁵*Spina* means thorn, though the porcupine has no real thorns. ⁶Porcupines are slow and clumsy, and they can't see well. ⁷How then does a porcupine protect itself?

C ⁸The answer lies in the weapons on its body. ⁹The porcupine carries about 30,000 little "darts," ready to pierce an enemy. ¹⁰These darts are really stiff hairs called quills. ¹¹Quills grow out of the back, sides, and tail of the porcupine. ¹²A porcupine cannot shoot quills. ¹³Instead, it whirls around and flicks its tail back and forth. ¹⁴Anyone coming too close to the rear end of the porcupine will be stuck with quills. ¹⁵A quill can't be pulled out easily because its barbs point backwards. ¹⁶Because of these quills, many animals have learned to stay far away from the porcupine!



DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Why do you think the Latin word *spina* was used in naming the porcupine?

Give the number of the sentence in paragraph B that best supports your answer. ____

2. Which sentence best sums up the reasons a porcupine needs the protection of quills?

Sentence ____

3. In sentence 9, the word *pierce* means to

- A. stab.
- B. tickle.
- C. protect.
- D. stroke.

4. How does an enemy get stuck with quills?

- A. The enemy gets shot by quills.
- B. The enemy moves away.
- C. The enemy gets near the porcupine's rear.
- D. The enemy stands in front of the porcupine.

Give the number of the sentence that best supports your answer. ____

5. Explain why a quill can be painful to remove.

Give the number of the sentence that best supports your answer. ____

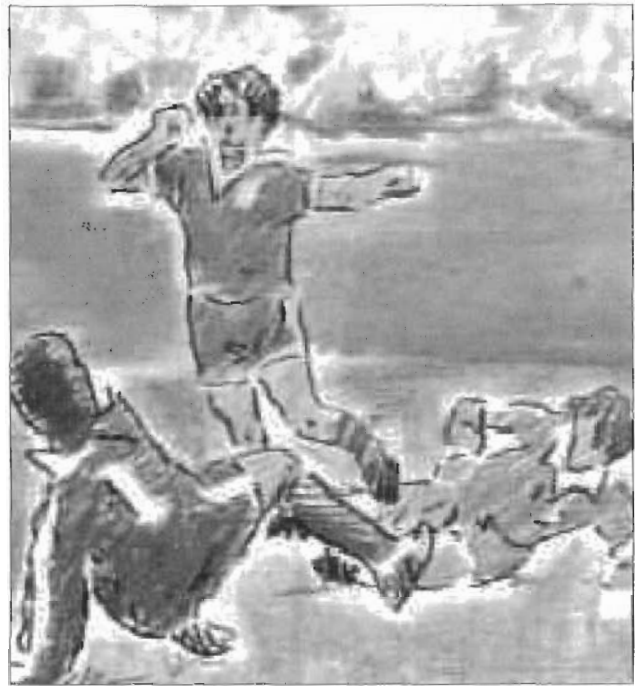
6. The main idea of the passage is to describe how the porcupine can

- A. get food.
- B. protect itself.
- C. move around.
- D. grow quills.

32. Making “Sense” Out of Poetry by Carrie Beckwith

A ¹Writing a poem that uses your senses is a great way to express your feelings and ideas to the reader. ²Not only does it let the reader see what you’re talking about, it also lets him or her smell, touch, taste, and hear it! ³Just follow these easy steps, and you’ll be on your way to writing your own unique poem for the senses.

B ⁴First, pick something you are familiar with to write about. ⁵For example, you may want to write about your favorite sport, your little sister, or chocolate chip cookies! ⁶Next, describe your chosen subject using some or all of your senses: taste, touch, sight, hearing, and smell. ⁷You don’t have to use all five senses in your poem—using two or three is fine. ⁸The important thing is to be specific in your choice of details. ⁹For example, if you were to write about baseball, you could describe the sound of the bat hitting the ball as a “loud crack.” ¹⁰Or you might say that the air in the field smelled “like it was thick with dirt.”



C ¹¹Here is one example from 5th grade student Juan Gonzalez:

SOCCKER

¹²People in the stands. ¹³Black and white balls flying through the air. ¹⁴Kids charging at me.

¹⁵People shouting “Move the ball upfield!” ¹⁶Kids saying “Pass the ball!”

¹⁷Coach yelling plays.

¹⁸Feel the ball banging against my feet as I move it upfield.

¹⁹Taste the dirt as I hit the ground.

²⁰Taste the salty sweat that rolls down my face.

²¹Smell the victory as my team shoots the goal for the winning point!

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. The purpose of the passage is to show you how to
 - A. describe something you want to write a poem about.
 - B. write a poem using your senses.
 - C. use your sense of smell and taste to describe cookies.
 - D. get started on a poem.

Give the letter of the paragraph that best supports your answer. ____

2. What is the first step in writing a sense poem?
 - A. Be specific with your details.
 - B. Choose a subject.
 - C. Use your senses.
 - D. Write an example of a poem.

Give the number of the sentence that best supports your answer. ____

3. Why is it a good idea to write about something you know well?

List the numbers of the 2 sentences that best support your answer. ____, ____

4. In general, poems using the senses
 - A. describe sight and hearing only.
 - B. make comparisons.
 - C. describe chocolate chip cookies.
 - D. make words come to life.

List the numbers of the 2 sentences that best support your answer. ____, ____

5. Fill each blank with the letter of the line from the poem (given below) that best describes the sense. The first one has been done for you.

__e__ smell
____ touch
____ sight
____ hearing
____ taste

- a. Taste the dirt as I hit the ground.
- b. Feel the ball banging against my feet as I move it upfield.
- c. Black and white balls flying through the air.
- d. Kids saying "Pass the ball!"
- e. Smell the victory as my team shoots the goal for the winning point!

6. What three sentences, or lines, from the poem support Juan's idea that soccer is a loud sport?

Sentences ____, ____, ____

33. Defining Geometry by David White

¹Geometry is a branch of mathematics that focuses on shapes. ²A large part of geometry is the study of the lines, points, and angles used to form these shapes. ³A line is a set of points that extend forever in two directions. ⁴A line segment can be thought of as a part of a line joining two end points. ⁵If two lines join at one point, they form an angle. ⁶An angle is two rays* that extend from the same point. ⁷Two rays that intersect at a right angle (90-degree) are called **perpendicular**.

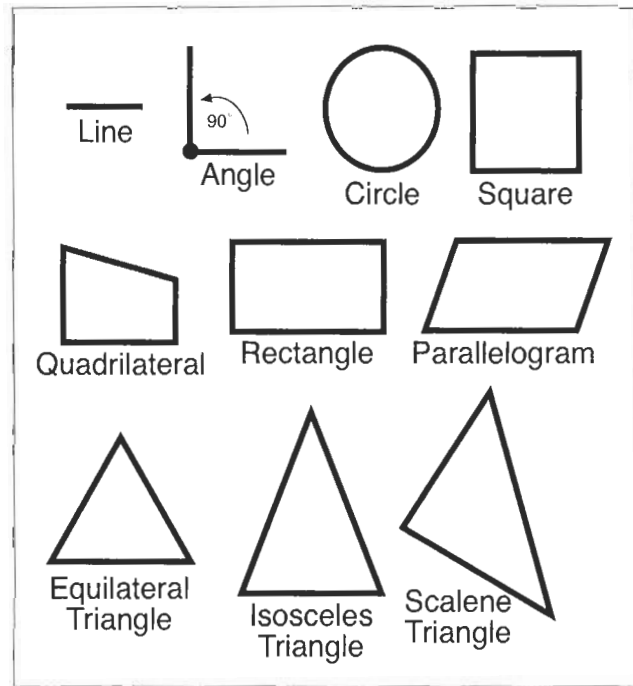
⁸Lines can be joined to form geometric figures. ⁹A three-sided figure is a **triangle**. ¹⁰There are several different types of triangles, which vary according to the length and angles of the lines that form them. ¹¹Here are some definitions.

¹²**Equilateral triangle:** a triangle with three equal sides

¹³**Isosceles triangle:** a triangle with two equal sides

¹⁴**Scalene triangle:** a triangle with no equal sides

¹⁵A four-sided figure is called a **quadrilateral**, which is four points joined by four lines to produce four sides. ¹⁶The following are definitions of specific types of quadrilaterals:



¹⁷**Parallelogram:** a quadrilateral that has opposite sides that are parallel and equal in length

¹⁸**Rectangle:** a parallelogram that has four right angles

¹⁹**Square:** a rectangle that has four equal sides

²⁰The last basic geometric figure to define is the **circle**, a perfectly round enclosed shape made by a curved line.

²¹All points on the line are the same distance (equidistant) from a fixed point in the center of the circle.

*ray: a half line that extends forever in one direction from a point

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. According to the diagram, which of the following figures has the most right angles?

A. circle
B. square
C. parallelogram
D. scalene triangle

2. Using the diagram, choose the figure listed below that does NOT contain perpendicular lines.

A. angle
B. square
C. rectangle
D. parallelogram

3. Choose the statement that is accurate.

A. All circles have sides.
B. All squares are rectangles.
C. All triangles are equilateral.
D. All quadrilaterals have right angles.

Give the number of the sentence that best supports your answer. ____

4. How does an equilateral triangle differ from a scalene triangle?

5. "A rhombus has four equal sides but no right angles." In which section of the passage would this sentence best fit?

A. sentences 1–6
B. sentences 7–11
C. sentences 12–15
D. sentences 16–21

6. Which of these best describes the purpose of the passage?

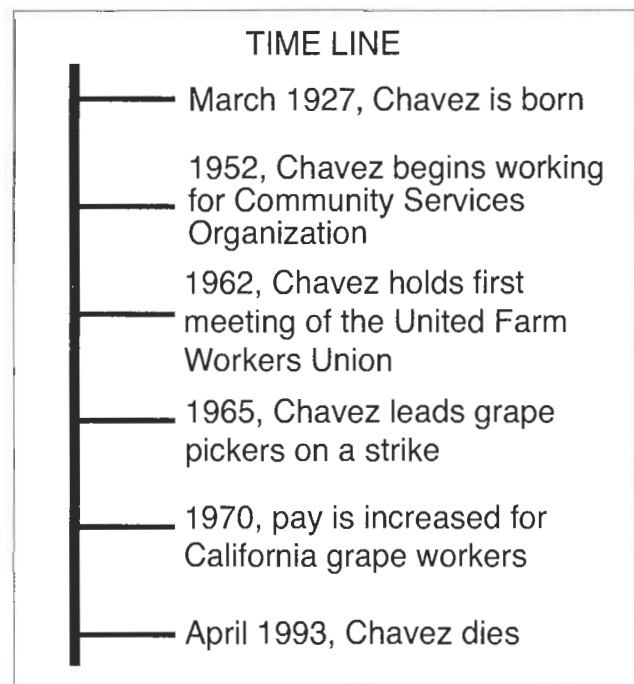
A. to show similar things
B. to match pictures to words
C. to define triangles and circles
D. to describe geometric shapes

34. Cesar Chavez: A Biography by Carrie Beckwith

A ¹Cesar Chavez was a very important leader to Mexican and Mexican-American farm workers. ²He had been a farm worker himself, and he knew firsthand the unfair treatment they faced. ³Chavez led protests and strikes against farm owners for higher wages. ⁴He also boycotted companies that did not treat their workers fairly.

B ⁵Chavez began his political career working for a group that helped Mexican-Americans in California. ⁶Chavez helped people sign up to vote and talked to them about their rights. ⁷Chavez strongly believed that farm workers needed a union,* so he started the United Farm Workers Union and got many people to join.

C ⁸Chavez's first strike with the union was against owners of grape farms in California. ⁹The strike was a protest against the low pay farm workers received. ¹⁰Chavez's strike kept union workers out of the fields, and many of the crops rotted. ¹¹The farm owners lost a lot of money. ¹²Some farm workers were beaten for going on strike. ¹³When people found out about the strike and the beatings, they decided to do something. ¹⁴Buyers, shipping companies, and store owners boycotted the grape growers by



refusing to buy, ship, or carry grapes.

¹⁵Finally, after five years of bargaining with the union, farm owners raised the farm workers' pay. ¹⁶It was a great victory for the workers and the union.

D ¹⁷Chavez led many strikes and marches before his death in 1993. ¹⁸He traveled all over the world, talking about the rights of farm workers. ¹⁹The message that was first delivered in California spread throughout the entire world. ²⁰To this day, Cesar Chavez's life continues to have a powerful effect on the well-being of the farm worker.

*union: an organization that brings workers together to improve working conditions and wages

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Which of the following sentences gives the main idea of the passage?

- A. Chavez helped people sign up to vote.
- B. Chavez traveled the world to speak about farm workers' rights.
- C. Chavez accomplished much for farm workers.
- D. Chavez organized a successful strike in California.

List the letters of the 2 paragraphs that best support your answer. _____,

2. As used in paragraph C, the word *strike* means

- A. stopping of payment.
- B. notice of leaving.
- C. stopping of work.
- D. firing of a worker.

3. What was the final result of the strike against owners of grape farms in California?

Give the number of the sentence that best supports your answer. _____

4. How long did it take before grape farm owners came to an agreement with the union?

5. How old was Chavez when he died?

6. Why did many people refuse to buy, ship, or carry grapes?

List the numbers of the 2 sentences that best support your answer. _____,

7. List two sentences in paragraph D that support the fact that Chavez was an active union leader.

Sentences _____, _____

15. How to Make Dough Ornaments by Carrie Beckwith

A ¹Making ornaments couldn't be easier! ²Just follow these quick and easy directions for dough-making fun.

B ³Before you begin, you will need the following ingredients:

- 1 cup salt
- 1 1/2 cups hot tap water
- 4 cups flour

C ⁴Combine salt and hot water in a large bowl. ⁵Stir the mixture until the salt dissolves into the water. ⁶Then add flour to the salt water mixture and stir thoroughly. ⁷Next, knead the flour and salt water until it becomes a soft and spongy dough. ⁸Place your dough in a plastic bag and let it rest for several hours so that it can thicken. ⁹After letting it rest, take the dough out of the bag.

D ¹⁰Preheat your oven to 300° Fahrenheit. ¹¹You can then roll out the dough and use cookie cutters to make shapes, or you can use your own two hands to make whatever you like. ¹²Be careful not to make your dough ornaments too thick (no more than 1/2"), or they won't cook properly. ¹³Once you are done crafting your ornaments, place them on a cookie sheet and bake them in the oven for about one hour to harden them. ¹⁴Let them cool for at least another hour.

E ¹⁵The last part of making ornaments is the best. ¹⁶Now it's time to get your watercolors out and paint your ornaments. ¹⁷When the paint has dried, you can glue buttons, flowers, or glitter onto the ornaments. ¹⁸You can also glue ornaments together, attach ribbons, or even glue a magnet to the back. ¹⁹Be as creative as you like, and, most important, have fun!



DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. The purpose of the article is to
- A. explain all the different things you can add to your ornament.
 - B. explain how fun and easy it is to make ornaments.
 - C. explain how to make the dough.
 - D. explain how to decorate your home.
- Give the letter of the paragraph that best supports your answer. ____

2. What warning does the article give?

Give the number of the sentence that best supports your answer. ____

3. What would happen if you didn't preheat the oven before putting in the dough ornaments?

4. What do you think causes the dough to get soft and spongy?

Give the number of the sentence that best supports your number. ____

5. Is the following sentence a fact or an opinion? "The last part of making ornaments is the best."

6. In what order does the author present the information?

- A. by importance
- B. randomly
- C. step-by-step
- D. by difficulty

7. What must you do just after your mixture has become a dough?

- A. Preheat the oven.
- B. Place the dough in a bag and let it rest.
- C. Roll out the dough and begin making ornaments.
- D. Stir the mixture thoroughly.

Give the number of the sentence that best supports your answer. ____

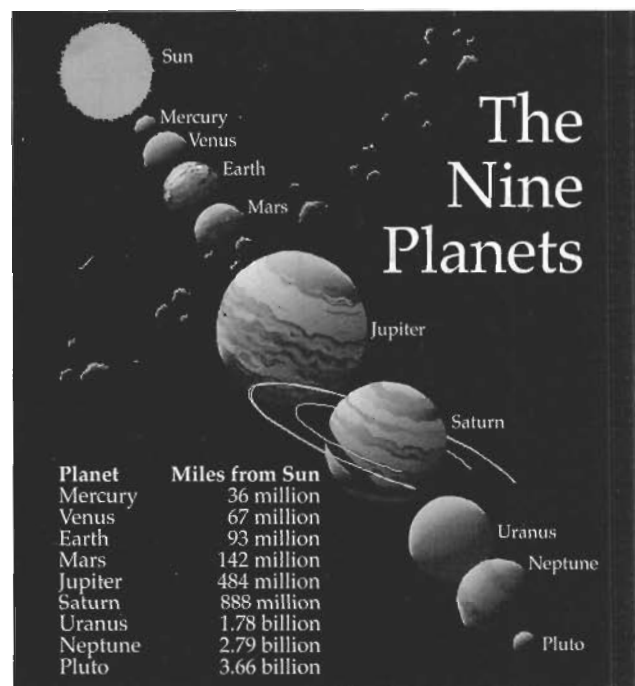
36. All Around the Sun by David White

A ¹One way to study the planets in our solar system is by their distance from the Sun. ²Mercury is closest to the Sun, with Venus not far behind. ³Earth is the third planet out from the Sun. ⁴From there outward, it's Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto. ⁵Pluto is farthest, more than 3 billion miles from the Sun.

B ⁶A planet's distance from the Sun influences its surface temperature and atmosphere. ⁷The closer a planet is to the Sun, the hotter that planet is. ⁸Earth's average temperature is 57 degrees Fahrenheit. ⁹Mercury can get as hot as 625 degrees. ¹⁰Faraway Pluto, on the other hand, has an average temperature of 300 degrees below zero.

C ¹¹The number of moons a planet has also seems to be related to its distance from the Sun. ¹²Generally, the closer a planet is to the Sun, the fewer moons it has. ¹³Mercury and Venus, which are closest to the Sun, have no moons. ¹⁴Earth has only one moon. ¹⁵Saturn, which is much farther from the Sun, is believed to have 18 moons. ¹⁶The only exception to the rule is Pluto, which has just one moon.

D ¹⁷The closer a planet is to the Sun, the fewer days (or years) it takes for that planet to orbit (go once around) the Sun. ¹⁸Earth's orbit is 365 days, or one year. ¹⁹Mercury's orbit is only 88 days. ²⁰The largest planet, Jupiter, takes 11.86 Earth years to complete one orbit. ²¹It's not just the large planets that have long orbits, though. ²²Tiny Pluto takes about 248 years to go once around the Sun.



DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. List the six planets closest to the Sun in order from nearest to farthest.

2. Which sentence in paragraph A best supports the idea that the solar system is huge?

Sentence ____

3. Name two things that are related to a planet's distance from the Sun.

Give the number of the sentence that best supports each thing. ____, ____

4. Which of these planets is closest to Earth?

- A. Mars
- B. Venus
- C. Mercury
- D. Jupiter

5. If scientists discovered a tenth planet 1.1 billion miles away from the Sun, to which two planets would it be closest?

- A. Uranus and Neptune
- B. Saturn and Uranus
- C. Neptune and Pluto
- D. Jupiter and Saturn

6. Give two examples from paragraphs C and D that show how Mercury and Earth are different.

List the numbers of the 2 sentences that best support each example.

1. ____, ____ 2. ____, ____

7. The closer a planet is to the Sun,
- A. the smaller it is.
 - B. the more moons it has.
 - C. the thicker its atmosphere is.
 - D. the hotter it is.

Give the number of the sentence that best supports your answer. ____

37. What Do Owls Eat? by Cheryl Block

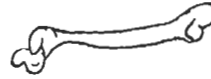
A ¹Owls are carnivores, animals that eat other animals. ²In the wild, their diet is mainly small mammals such as mice and squirrels, and birds. ³You can look at an owl's actual diet by studying an owl pellet. ⁴An owl pellet is food that an owl has eaten but could not digest. ⁵An owl usually coughs up one pellet a day. ⁶The owl forms the pellet in its stomach and then coughs it up, similar to a cat's coughing up a hairball after grooming itself. ⁷These pellets are usually found below the owl's roosting place.

B ⁸Dissecting a pellet will tell you what an owl has eaten. ⁹Begin by placing the pellet in a bowl and adding a small amount of water to make it easier to remove the outer coating. ¹⁰You should use forceps or tweezers to make it easier to remove the outer coating. ¹¹This coating is made up of the fur and feathers of animals the owl has eaten.

C ¹²Now carefully begin to break the pellet open. ¹³Inside you will find bits and pieces of animal bones. ¹⁴You may even find a tiny rat skull. ¹⁵Place these skeletal parts on a sheet of paper or cardboard. ¹⁶You might want to try to piece the bones together to determine what kind of animal the owl ate. ¹⁷Parts of several animals may be found inside one pellet.

D ¹⁸When you are done dissecting the owl pellet, record the types of bones you found (leg bone, jawbone, etc.) and what kind of animal you think they belonged to. ¹⁹You now have a record of an owl's diet.

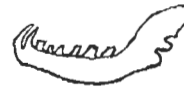
Owl Pellet Remains



leg bone



skull



jawbone

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. What coats the outside of an owl pellet?

Give the number of the sentence that best supports your answer. ____

2. According to paragraph A, why does an owl cough up a pellet?

Give the number of the sentence that best supports your answer. ____

3. Looking at the skull pictured in the diagram, how might you determine that it belongs to a bird?

4. Why would it be helpful to identify what kind of body parts are in the pellet? (as shown on the diagram)

5. How does a cat's hairball compare to an owl pellet?

List the numbers of the 2 sentences that best support your answer. ____, ____

6. As used in sentences 8 and 18, what does the word *dissecting* most closely mean?

- A. giving an estimate
- B. putting together
- C. separating into pieces
- D. cleaning thoroughly

7. Why do you think owl pellets are commonly found beneath an owl's roosting place?

- A. This is the place an owl rests and sleeps during the day.
- B. The pellets are used to make the owls' nests.
- C. Owls toss them out when they clean their nests.
- D. The pellets are used to attract prey.

38. Comanche Horsemen by Carrie Beckwith

¹The North American tribe called the Comanche were known for their outstanding skill with horses. ²As early as age four or five, Comanche children—boys and girls—were given ponies. ³Young boys, in particular, were trained for war. ⁴They were taught how to pick up objects from the ground while riding their ponies at full speed. ⁵Gradually, the objects increased in size until the rider was able to pick up another man! ⁶This skill was necessary in battle when a rider would have to rescue an injured tribe member.

⁷The Comanche also learned how to ride alongside the horse's flank. ⁸The rider was able to ride this way by hooking his heel over one side of the horse and resting his elbow in a rope looped round the horse's neck. ⁹This position protected him from enemy arrows. ¹⁰The rider was still able to shoot his own arrows from either above the horse's back or underneath its neck.

¹¹Part of the Comanche's success with horses was due to their skill at horse-breeding. ¹²Their horses came from the half-Andalusian, half-Arab horses that the Spaniards brought over in the 16th century. ¹³After many years of breeding only their finest stallions, the Comanche produced what is now known as the Indian pony, a very strong and responsive horse.



¹⁴In addition to being skilled riders and breeders, many of the Comanche were also skilled horse thieves! ¹⁵For the Comanche, wealth was measured by the number of horses they had, and no other tribe owned more horses than the Comanche. ¹⁶One Comanche band of 2000 owned close to 15,000 horses!

¹⁷The Comanche's skill in horse riding, horse breeding, and even horse stealing helped them to become one of the most successful tribes of the Plains.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. What is the main idea of the passage?

- A. The Comanche were skilled at horse stealing.
- B. The Comanche were skilled with horses.
- C. The Comanche were trained to ride horses.
- D. The Comanche children were trained for war.

Give the number of the sentence that best supports your answer. ____

2. Which detail from the story best supports the idea that the Comanche were talented horse riders?

- A. Comanche children were given ponies at an early age.
- B. The Comanche measured wealth by the number of horses they had.
- C. The Comanche learned how to ride alongside a horse's flank.
- D. The Comanche helped develop the Indian pony.

3. Why was it necessary for riders to learn how to pick up objects from the ground?

Give the number of the sentence that best supports your answer. ____

4. Why was it helpful to be able to ride alongside the horse's flank?

List the numbers of the 2 sentences that best support your answer. ____, ____

5. "One Comanche band of 2000 owned close to 15,000 horses!" According to the passage, what can you conclude about this band?

- A. The band was wealthy.
- B. The band stole the horses.
- C. The band had the same number of horses as other tribes.
- D. The band trained all 15,000 of the horses.

Give the number of the sentence that best supports your answer. ____

6. What can you conclude about the Comanche's horses?

- A. They required little care.
- B. They were hard to train.
- C. They were dressed and painted for war.
- D. They were important to the tribe.

Give the number of the sentence that best supports your answer. ____

39. Blowing Hot and Cold by David White

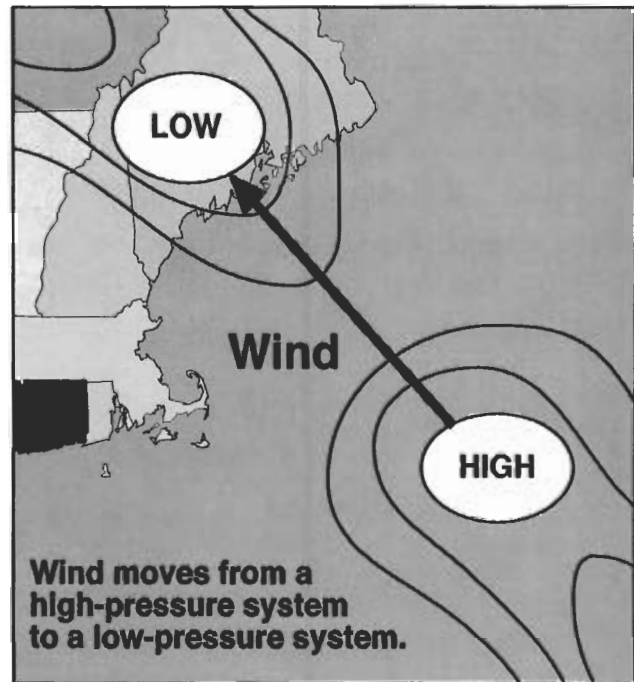
A ¹Differences in air temperature can tell us which way the wind blows. ²Hot air is lighter than cold air. ³So, the colder the air is, the heavier it is. ⁴The heavier it is, the more pressure it has (and the more it pushes downward).

B ⁵A difference in air pressure, created by differences in air temperature, causes wind. ⁶Air in a high-pressure area (cold air) will move to a low-pressure area (hot air). ⁷So, if a large pocket of cold air is east of a large pocket of hot air, the wind will blow west.

C ⁸Also, the greater the difference between the temperatures of the two pockets of air, the faster the wind blows. ⁹If the cold air is biting cold and the hot air is blazing hot, then the wind will blow at a high rate of speed between those two pockets of air.

D ¹⁰Wind is especially noticeable near the oceans. ¹¹In the daytime, the temperature of seawater is usually lower than the temperature of land at the seashore, so people on the coast almost always feel a sea breeze coming inland. ¹²At night, the temperature of the land may become cooler than the water (ocean). ¹³The breeze then switches directions and blows from land to ocean—a land breeze.

E ¹⁴Wind, the movement of air around us, is caused by differences in air temperature and pressure.



DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. What causes wind?

Give the number of the sentence that best supports your answer. ____

2. What is the main idea of the passage?

- A. to describe how wind blows
- B. to compare hot air and cold air
- C. to describe how temperature and air pressure affect wind
- D. to describe the range of air temperatures throughout the day

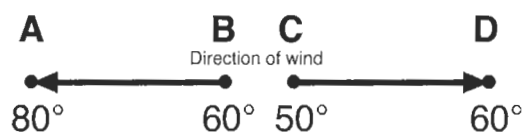
3. Why does the wind along the seashore change direction at night?

List the numbers of the 2 sentences that best support your answer. ____, ____

4. If the wind is blowing south toward you, what does that suggest about the air pressure to the north of you?

Give the number of the sentence that best supports your answer. ____

5. Look at the diagram below. Between which two points is the wind blowing more quickly?



Give the number of the sentence that best supports your answer. ____

6. In the diagram above, the air above Point B is colder than the air above Point A. What two other comparisons can be made about the air above Point B and Point A?

List the numbers of the 2 sentences in paragraph A that best support your answer. ____, ____

7. How do the words “biting” and “blazing” in sentence 9 help to describe how the air might feel?

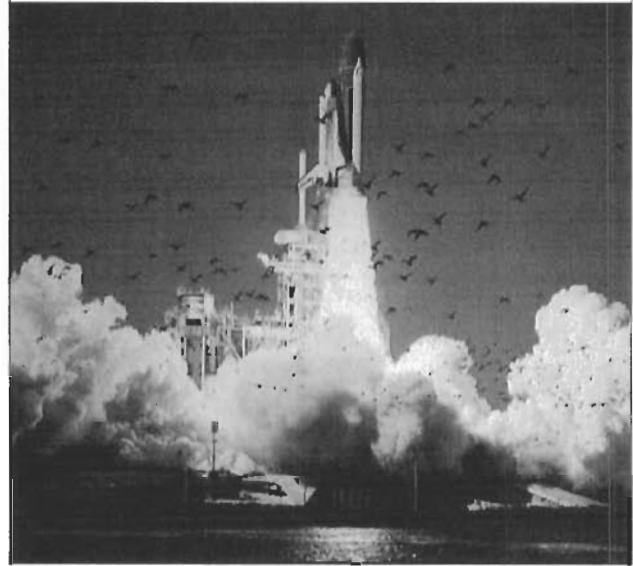
10. The Challenger Disaster by Carrie Beckwith

¹On January 28, 1986, the space shuttle *Challenger* was getting ready to blast off into space. ²Inside the shuttle were seven astronauts, one of whom was a school teacher, Christa McAuliffe. ³Christa was the first private citizen in the entire history of space travel to be chosen for a space flight. ⁴She was chosen from more than 11,000 teachers. ⁵NASA officials felt that Christa would be able to capture the experience of space travel and put it into words for students all over the world. ⁶While aboard the *Challenger*, McAuliffe's duties were to include presenting two "live" lessons: one on the roles and duties of all the astronauts aboard the *Challenger* and the second on the purpose of space exploration.

⁷Students and faculty members from McAuliffe's school were watching the event on television. ⁸They held big signs that said "We're with U Christa." ⁹It was a dangerous mission and the astronauts understood that, but they were confident and excited. ¹⁰McAuliffe hoped students would get excited about space exploration as a result of seeing her, an "ordinary person," in space.

¹¹The countdown began: "T minus 10, 9, 8, 7, 6, we have main engine start, 4, 3, 2, 1, and lift-off." ¹²Shouts and happy cheers rang out from the auditorium of McAuliffe's Concord, New Hampshire, elementary school. ¹³Seventy-three seconds later, an explosion lit up the sky. ¹⁴Someone yelled to quiet the cheering.

The Space Shuttle *Challenger*
January 28, 1986



¹⁵"The vehicle has exploded," the voice from the television said. ¹⁶Some people cried; others stared at the television in disbelief. ¹⁷The excited cheers and happy faces of McAuliffe's students and coworkers quickly disappeared.

¹⁸Afterwards, many national leaders spoke about the event. ¹⁹In a memorial service for the astronauts, President Reagan remembered Christa McAuliffe, who he said had "captured the imagination of the entire nation."

²⁰The next six months were spent investigating the cause of the disaster. ²¹As a result of the investigation, several changes were made to ensure a safer, more reliable space shuttle. ²²Since then, NASA has launched many successful shuttles into space.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. What was the author's main purpose in writing this article?
 - A. to describe the *Challenger* disaster and the members of the crew
 - B. to explain how the shuttle exploded
 - C. to describe the *Challenger* disaster and Christa McAuliffe's role in the mission
 - D. to call attention to the importance of space exploration

2. Give two examples of how Christa McAuliffe was different from the other astronauts.

3. List the numbers of the two sentences that best support the idea that the people watching were excited about the *Challenger* mission.

Sentences _____, _____

4. What was going to be one of McAuliffe's duties while aboard the *Challenger*?

Give the number of the sentence that best supports your answer. _____

5. What did McAuliffe hope would get students excited about space exploration?

6. From the last paragraph of the article, you can conclude that the space program

- A. is in danger of being done away with.
- B. has had several disasters.
- C. is safer than it was.
- D. is larger than it once was.

Give the number of the sentence that best supports your answer. _____

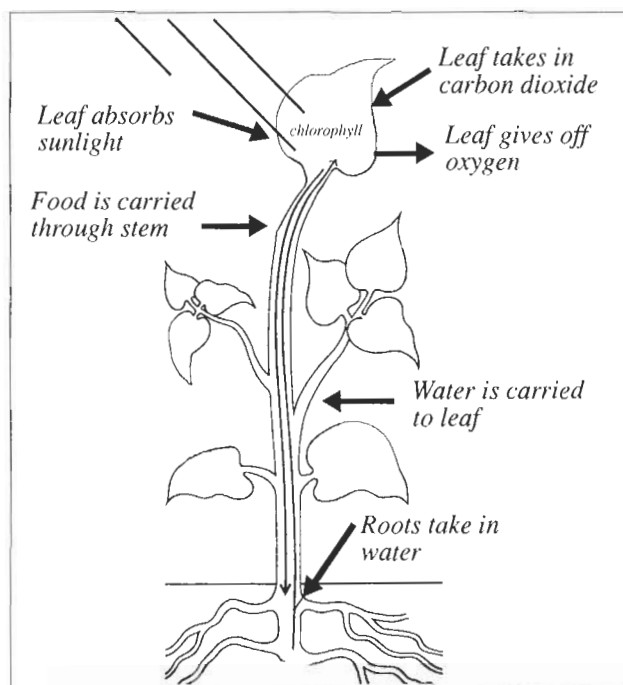
41. Little Green Food Factories by Cheryl Block

¹Humans and animals must eat plants or other animals to get energy. ²They cannot make their own food. ³Plants are able to make their own food through a process called photosynthesis. ⁴Most of this process takes place in the plant's leaves.

⁵A plant is like a little green food factory. ⁶Just as a factory uses raw materials to make a product, a plant uses raw materials to make its food. ⁷These raw materials are carbon dioxide and water. ⁸Leaves take in carbon dioxide from the air through their pores (tiny openings in the surface). ⁹Roots take in water from the soil; the water passes up through the stem to the leaves. ¹⁰The plant leaves will convert, or change, these raw materials into food.

¹¹Both a factory and a plant need energy to convert raw materials. ¹²The energy for photosynthesis comes from sunlight. ¹³Chlorophyll, the pigment that gives plants their green color, absorbs the sunlight and then changes it into chemical energy.

¹⁴Using this chemical energy, the plant combines water and carbon dioxide to make sugar. ¹⁵At the same time, the plant gives off oxygen we need to breathe.



¹⁶Sugar is the food that a plant needs to survive. ¹⁷The sugar is carried from the leaves to other parts of the plant and stored. ¹⁸During winter, plants that lose their leaves must rely on this stored food until they regrow their leaves in the spring.

¹⁹Green plants are the only living things that are able to make their own food. ²⁰Even animals who eat only other animals depend on plant-eating animals for food. ²¹Humans and animals could not survive if the little green food factories stopped producing food.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Besides providing food, what is another way that plants help us?

Give the number of the sentence that best supports your answer. ____

2. Which of the following occurs first after chlorophyll converts sunlight to chemical energy?
- A. The plant absorbs water through its roots.
 - B. The plant combines water and carbon dioxide.
 - C. The chemical energy turns leaves green.
 - D. Sugar is transported throughout the plant.

Give the number of the sentence that best supports your answer. ____

3. What is the meaning of the word *pigment* in sentence 13?
- A. A kind of chemical used on plants.
 - B. A kind of sugar produced by the plant.
 - C. A substance that produces color.
 - D. A kind of energy.

4. Where is most of the chlorophyll in a plant located?

5. Which of the following gives the main idea of the passage?

- A. Both a factory and a plant use energy to convert raw materials.
- B. Humans and animals must eat plants or other animals.
- C. Plants make their own food through a process called photosynthesis.
- D. Chlorophyll absorbs sunlight and then changes it into chemical energy.

6. The article compares a plant to a factory. Give two examples that show how they are alike.

List the numbers of the 2 sentences that best support your answer. ____, ____

42. Ancient Egyptian Hieroglyphs by Cheryl Block

A ¹The writing system of the early Egyptians was tied to their religious beliefs. ²Ancient Egyptians used a form of picture writing called hieroglyphs. ³In early hieroglyphic writing, a picture symbol stood for the object shown. ⁴A picture of an owl meant an owl.

B ⁵Eventually, the Egyptians began to develop an alphabet. ⁶The picture symbol came to stand for the sound of the letter the word began with, rather than the object itself. ⁷For instance, the symbol of an owl came to represent the sound of the letter *m*, with which the Egyptian word for owl begins. ⁸Symbols could now be combined to represent more complex words and ideas.

C ⁹Hieroglyphic writing was an important part of the Egyptians' belief in life after death. ¹⁰Egyptians believed that written words had magical powers that captured the spirit of a person or object. ¹¹If a person's name was written or carved, the person's spirit would remain within that writing forever after death. ¹²They also believed that if they wrote an object's name on the object itself and on the walls of the tomb, they would have that object in their next life. ¹³Names were also written on the walls in case the actual objects were removed by robbers. ¹⁴As a result, there are examples of

EGYPTIAN HIEROGLYPHS		
Symbol	Object	Letter
	a foot	B as in bat
	a snake	F as in fat
	an owl	M as in mummy

hieroglyphic writing on the walls of tombs and temples, on statues, and on ordinary items such as mirrors.

D ¹⁵Because of their magical powers, hieroglyphs were also considered a powerful weapon. ¹⁶Removing a person's name from the tomb erased not only all memory of the person, but also his or her chance for an eternal life. ¹⁷When Queen Hatshepsut died in 1470 B.C., her stepson Tuthmosis II, who had always hated her, took his revenge by having her name and pictures removed from all her temples. ¹⁸To him and other Egyptians, it was as if she had never existed.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. How was early hieroglyphic writing different from later hieroglyphic writing?

List the numbers of the 2 sentences that best support your answer. _____,

2. In paragraph B, how did the development of an alphabet help the Egyptians?

Give the number of the sentence that best supports your answer. _____

3. Egyptian alphabet symbols represented

- A. the sound of the first letter in a word.
- B. the sound of the vowel in a word.
- C. the sound of the last letter in a word.
- D. the first syllable in the word.

Give the number of the sentence that best supports your answer. _____

4. What did Egyptians think would happen if a person's written name were erased?

- A. The gods could not find that person.
- B. The person would die sooner.
- C. The person's spirit would be erased.
- D. The person would live eternally.

Give the number of the sentence that best supports your answer. _____

5. How did writing an object's name on the wall allow the person to have that object in the next life?

Give the number of the sentence that best supports your answer. _____

6. The main idea of the passage is that hieroglyphic writing was

- A. commonly used in the Egyptians' daily lives.
- B. found on the walls of tombs.
- C. important to the Egyptians' belief in the afterlife.
- D. used mainly to decorate homes.

13. Almonds for Sale by Margaret Hockett

A ¹**DELICIOUS...and so NUTRITIOUS!**

²**Buy Heart Almonds—They Have It All.**

B **Bone-Building Calcium:**

³Maintain strong bones, teeth, and nails—almonds have about twice the calcium of milk!

C **Tasty Treat:** ⁴Each nut rewards you with a delicate flavor you won't forget!

D **Convenient Snack:** ⁵Grab a handful on your way out the door each morning. ⁶They pack a big nutritional punch but are small enough to take anywhere.

E **Choice of Blanched or Unblanched:** ⁷Blanched almonds cost a little more, but you'll be sure of a tasty, nutritional snack that has no prussic acid.* (⁸If you choose almonds that have not been blanched, we recommend that you remove the skins yourself—see below for instructions.)

F ⁹To remove the skins from a handful of almonds, start by boiling a cup of water. ¹⁰Drop almonds carefully into the water and soak them for 20 to 30 seconds. ¹¹Drain and rinse with cold water. ¹²Finally, squeeze each almond between your thumb and finger. ¹³Be careful—the slippery almonds may try to escape by shooting out in any direction! ¹⁴But they can't escape giving you plenty of calcium for healthy bones, teeth, and nails.

*prussic acid: another name for hydrocyanic acid, a poisonous chemical



DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Why is the word *nutritious* shown as it is in paragraph A?

2. From paragraph B, you CANNOT conclude that

- A. calcium builds strong bones.
- B. milk contains calcium.
- C. almonds have more vitamins than milk.
- D. milk has less calcium than almonds.

3. Based on the information in the passage, you can conclude that prussic acid

- A. is a nutrient.
- B. is good for the stomach.
- C. is in milk.
- D. is in the almond skin.

List the numbers of the 2 sentences that best support your answer. _____

4. If you are “careful” as it warns in sentence 13, you will most likely

- A. avoid the hot water.
- B. hold a knife correctly.
- C. keep the almond skin out of your food.
- D. prevent the nut from escaping.

Give the number of the sentence that best supports your answer. _____

5. In section F, you are told to do five different things to the almonds after boiling the water. List these five actions in the correct order.

1. _____

2. _____

3. _____

4. _____

5. _____

6. The author’s main purpose is to

- A. educate you about health.
- B. convince you to buy almonds.
- C. describe how to remove skins.
- D. entertain you with descriptions.

Give the number of the sentence that best supports your answer. _____

7. In general, you could say that almonds are

- A. good for you.
- B. difficult to eat.
- C. inexpensive.
- D. full of iron.

44. The Food Chain by Cheryl Block

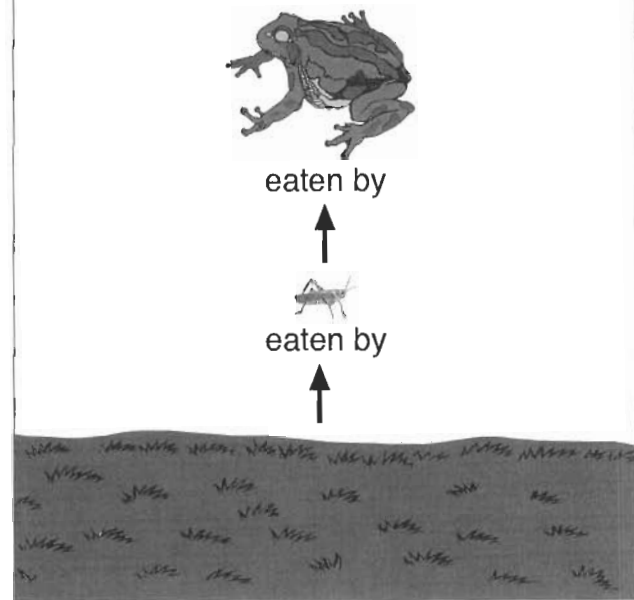
A ¹What is a food chain? ²All organisms are connected by their need for food. ³Food provides energy. ⁴A food chain shows how the living things in a community are connected by who eats what. ⁵Each link in the chain represents an organism in the community. ⁶Energy is transferred through the chain as one organism feeds on another.

B ⁷All food chains begin with the producers, which are the plants. ⁸Plants are able to produce their own food. ⁹The animals in a community are called consumers. ¹⁰There are two types of consumers, primary and secondary. ¹¹Primary consumers are animals that eat only plants. ¹²Secondary consumers are animals that eat smaller animals or both plants and animals. ¹³Consumers cannot make their own food; they must rely on plants and other animals for energy.

C ¹⁴Let's look at a woodland community as an example. ¹⁵In the woodland, grass, trees, and other plants are the producers. ¹⁶Rabbits are primary consumers; they eat the grass and plants. ¹⁷Foxes are secondary consumers; they eat the rabbits. ¹⁸This is how a food chain is linked together. ¹⁹One organism feeds on another.

D ²⁰At the end of each food chain are the decomposers. ²¹All living things die. ²²The decomposers feed on waste products and dead matter, both plant and animal. ²³Fungi and bacteria are the main decomposers. ²⁴As they break down dead material, they add nutrients* to the soil. ²⁵These nutrients help the plants to grow, and the chain continues.

SIMPLE FOOD CHAIN



*nutrient: a substance, such as a mineral or vitamin, that is found in a food and needed for health

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. How is a primary consumer different from a secondary consumer?

List the numbers of the 2 sentences that best support your answer. _____

2. You can conclude that plants are self-supporting because they

- A. produce food for animals.
- B. produce their own food.
- C. get energy from the Sun.
- D. feed on dead matter.

Give the number of the sentence that best supports your answer. _____

3. Which of the following is the correct sequence in a food chain?

- A. A secondary consumer is eaten by a primary consumer.
- B. A secondary consumer is eaten by a producer.
- C. A decomposer is eaten by a producer.
- D. A producer is eaten by a primary consumer.

List the numbers of the 2 sentences that best support your answer. _____

4. Which animal shown in the diagram is a primary consumer?

5. How are all organisms in a community connected?

Give the number of the sentence that best supports your answer. _____

6. In an ocean community, which of the following would be a producer?

- A. whale
- B. tuna fish
- C. clam
- D. seaweed

Give the number of the sentence that best supports your answer. _____

7. What might happen if the rabbits disappeared from the woodland community?

- A. The grass would stop growing.
- B. The foxes would have to eat grass.
- C. The foxes would have to find other food.
- D. There would be too many foxes.

Give the letter of the paragraph that best supports your answer. _____

8. Part of a decomposer's role in the food chain is to

- A. add nutrients to the soil.
- B. produce its own food.
- C. eat plants.
- D. feed other animals.

List the numbers of the 2 sentences that best support your answer. _____

45. Who Was Benjamin Banneker? by David White

¹In the 18th century, when most African-Americans were considered second-class citizens or property, Benjamin Banneker was making a name for himself.

²Born a free man in 1731, Banneker showed an early interest and skill in math and science. ³He was also good at designing and building things. ⁴Seeing a pocket watch for the first time when he was 19, Banneker decided to build a clock of his own. ⁵This remarkable hand-carved clock was made entirely of wood, and it kept accurate time for more than 40 years.

⁶Banneker also developed a strong interest and skill in astronomy. ⁷In fact, he correctly predicted a solar eclipse for April 14, 1789, proving wrong many well-known astronomers. ⁸His successful prediction made him famous.

⁹Banneker's scientific ability and newfound fame led to his publishing an annual almanac, beginning in 1791.

¹⁰Each year, people of all races would read the almanac for its information on medicine, weather, moon phases, and times for sunrise and sunset.

¹¹The almanac's accuracy and its wide audience disproved a common belief of the day—that African-Americans were inferior to European-Americans. ¹²When Thomas Jefferson publicly made racist remarks, Banneker sent a strongly worded response to Jefferson along with a copy of his almanac. ¹³Jefferson was so impressed with Banneker's scientific accuracy that he sent the almanac to



European scientists. ¹⁴Thus, Banneker's fame spread to Europe.

¹⁵From such widespread recognition came the opportunity for Benjamin Banneker to make his most lasting impression. ¹⁶In 1791, President George Washington appointed Banneker to the engineering group that was designing the city of Washington, D.C. ¹⁷Banneker thus became the first African-American to receive a presidential appointment.

¹⁸Pierre Charles L'Enfant, the head of the group, quit in 1792 after a disagreement and took his plans back to France.

¹⁹Banneker reproduced those plans from memory, and the new capital was born.

²⁰Benjamin Banneker published his almanac until 1802, when he was physically unable to continue. ²¹He died four years later, a famous and well-respected African-American.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. What were the gears of Benjamin Banneker's clock made of?

Give the number of the sentence that best supports your answer. ____

2. What is the main idea of the passage?
- A. to show how hard work can pay off
 - B. to tell how to predict a solar eclipse
 - C. to show the problems that African-Americans faced
 - D. to describe a remarkable African-American's accomplishments

3. Put these accomplishments by Benjamin Banneker in their correct time order.

- _____ creates clock
- _____ publishes first almanac
- _____ reproduces Washington, D.C., plans
- _____ writes letter to Thomas Jefferson
- _____ predicts solar eclipse

4. How often did Benjamin Banneker publish his almanac?
- A. once a day
 - B. once a week
 - C. once a month
 - D. once a year

Give the number of the sentence that best supports your answer. ____

5. Which of these would Benjamin Banneker NOT have witnessed in his lifetime?

- A. The Revolutionary War (1775–1783)
- B. The Louisiana Purchase (1803)
- C. The completion of Washington, D.C. (1800)
- D. The War of 1812 (1812–1814)

List the numbers of the 2 sentences that best support your answer. _____

6. List one accomplishment of Benjamin Banneker in each of the following fields:

Astronomy _____

Architecture _____

Writing _____

7. Why did Thomas Jefferson send Benjamin Banneker's almanac to European scientists even though he knew the book was written by an African-American?

Give the number of the sentence that best supports your answer. ____

46. The Land Down Under by Cheryl Block

¹The smallest of the seven continents and the only continent that is an island, Australia is unique in many ways.

²Located between the Indian Ocean and the Pacific Ocean, Australia is sometimes called the land “Down Under” because of its location in the Southern Hemisphere.

³In fact, the name Australia comes from a Latin word meaning “southern.”

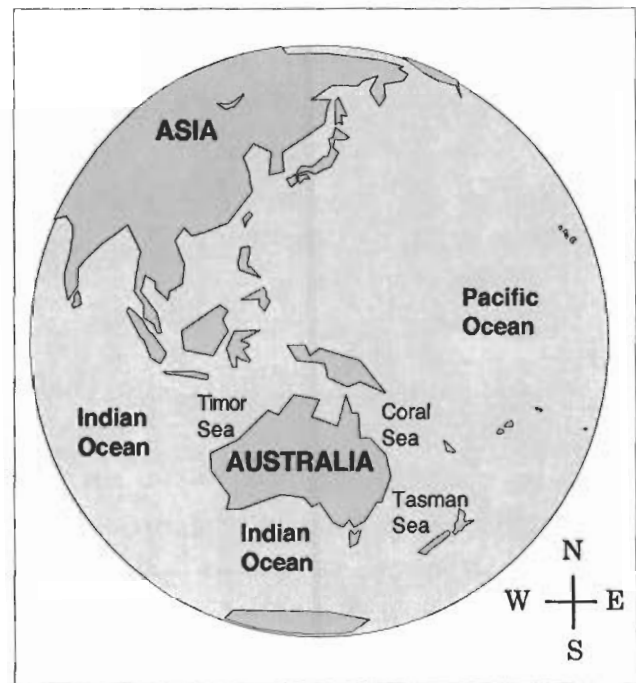
⁴While Australia has rain forests, plains, and mountains, nearly a third of Australia is desert. ⁵It has a larger percentage of desert land for its size than any other continent and is also the driest, except for Antarctica. ⁶The largest desert in Australia is called the Outback. ⁷In over two-thirds of the country, the average annual rainfall is less than twenty inches.

⁸Australia is also the flattest continent. ⁹This is the result of millions of years of erosion by wind, rain, and heat.

¹⁰The world’s largest coral reef, the Great Barrier Reef, is located in the Coral Sea off the coast of Australia. ¹¹It measures about 1250 miles (2,025 km) in length.

¹²Because Australia was geographically isolated for millions of years, unique varieties of animals have developed there. ¹³Australia has pouched mammals (marsupials) such as the kangaroo and the wallaby, and egg-laying mammals like the duck-billed platypus. ¹⁴Only in the last two hundred years have new animal species been introduced by settlers from Europe and Asia.

¹⁵Given all of its unusual features, Australia would be a fascinating place to visit.



DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Which two statements support the idea that Australia is unique compared to other continents?

A. Australia is flattest.
 B. Australia is in the Southern Hemisphere.
 C. Australia is an island.
 D. Australia has rain forests.

Give the number of the sentence that best supports each answer. ____, ____

2. Which of the following was the greatest influence in the development of Australia's unusual animal population?

A. Australia lies in the Southern Hemisphere.
 B. Australia was isolated for millions of years.
 C. Australia has a large percentage of desert.
 D. Australia has the world's largest coral reef.

Give the number of the sentence that best supports your answer. ____

3. Where does the name Australia come from?

Give the number of the sentence that best supports your answer. ____

4. Which of the following statements from the passage is an opinion?

A. While Australia has rain forests, plains, and mountains, nearly a third of Australia is desert.
 B. Australia is also the flattest continent.
 C. Only in the last two hundred years have new animal species been introduced by settlers from Europe and Asia.
 D. Given all of its unusual features, Australia would be a fascinating place to visit.

5. The author's main purpose in writing this article is to

A. show how geographic isolation has affected Australia in many ways.
 B. describe how Australia is different compared to other continents.
 C. show that Australia is the smallest of the continents.
 D. describe how unique Australia's animal life is.

List the numbers of the 3 sentences that best support your answer. ____, ____, ____

6. Which sea is located to the northeast of Australia?

A. Timor Sea
 B. Coral Sea
 C. Tasman Sea
 D. Pacific Ocean

17. Dress Like an Egyptian by Margaret Hockett

A ¹Early Egyptians dressed according to their wealth and their role in society. ²Those who did common work wore what was practical, and those who were rich wore what was beautiful.

B ³The clothing of servants and laborers was simple and inexpensive. ⁴It was usually white in color and rough in quality. ⁵Not only was simple dress cheaper, it was easier to work in. ⁶Men wore a cloth like a Scottish kilt. ⁷Women wore long skirts with plain shawls or dresses without sleeves, and no jewelry. ⁸Children often wore nothing at all. ⁹Even their scalps were bare because they were shaved to prevent lice.

C ¹⁰Wealthy people dressed differently. ¹¹They wore colorful clothing, though fabric dye was expensive (the vibrant colors, such as gold and yellow were especially costly). ¹²They could afford delicate linens of fine quality (so fine that some were as transparent as a screened window.) ¹³The rich sometimes wore pleated and loosely flowing robes that would have ruled out hard work. ¹⁴The rich also wore wigs, eye makeup, perfume, and jewelry. ¹⁵Even children wore jewels about the neck.

D ¹⁶Yes, the dress of the poor was practical for labor while the decorations of the rich were not. ¹⁷However, these rich decorations did serve at least two purposes. ¹⁸They made the wearer feel beautiful. ¹⁹They also reminded the working-class Egyptians of the rank and majesty of those who were wealthy.



DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Choose the ending that completes the main idea of the passage: Early Egyptian dress style was
- A. based on wealth.
 - B. too expensive.
 - C. beautifully displayed.
 - D. often simple and rough.

Give the number of the sentence that best supports your answer. ____

2. Why do you think the lower class wore mostly white clothing?
- A. White was a symbol of innocence.
 - B. Colored cloth was not permitted.
 - C. Rough cloth came in white only.
 - D. Fabric dyes were too expensive.

Give the number of the sentence in paragraph B that best supports your answer. ____

3. As used in sentence 11, the word *vibrant* means
- A. bright.
 - B. dull.
 - C. many.
 - D. dark.

4. The very wealthy Egyptians dressed splendidly for several reasons. Which of the following was NOT a reason for their style of dress?
- A. It made them feel beautiful.
 - B. It showed their majesty.
 - C. They could buy it cheaply.
 - D. They did not have to work hard.

5. You can tell from sentence 12 that transparent clothing is easy to
- A. recognize.
 - B. clean up.
 - C. do work in.
 - D. see through.

6. Why might it have been difficult for a servant to work in clothing like that of the wealthy?

7. Why do you think a pharaoh (ruler) might dress even more elaborately than the wealthy class?

18. Natural Rhythm

by Margaret Hockett

A ¹Many of us think of rhythm as the regular patterns of sound in music. ²But where did rhythm come from? ³Rhythm has been around since there have been ears and minds to appreciate it. ⁴For example, within our bodies, our hearts beat with a regular tha-thump, tha-thump. ⁵From the world around us come the flap-flap of bird wings and the steady pelting of rain accented by the baBOOM of thunder. ⁶These patterns of sound fascinate us humans. ⁷We create various rhythms with our voice, with our hands, and with objects.

B ⁸Early rhythm was primitive. ⁹The first planned rhythms were probably made by clapping hands and pounding sticks on logs. ¹⁰The pattern would have been simple, with one hit as hard as the next and equal time between hits: whack-whack-whack-whack. ¹¹Before long, other objects would have been added and the patterns would have grown more complex: da-da WHACK adeedle, da-da WHACK adeedle.

C ¹²Humans have developed the “logs” into hundreds of percussion* instruments from bongos to snares. ¹³Modern recording artists use a number of complex rhythms within a single work of music. ¹⁴These days, most of us are content to listen to their recordings instead of playing instruments of our own.



D ¹⁵Does this mean we have left our own natural rhythm-making ability behind? ¹⁶Can we no longer relate to our rhythmical roots? ¹⁷Let's try a test and see:

- ¹⁸1) Play a recording of your favorite music.
- ¹⁹2) Close your eyes as you listen to the rhythm.
- ²⁰3) Check your body.

E ²¹Chances are, you're tapping your feet and swaying back and forth! ²²Yes, you've picked out a simple, regular pattern in that music—and you've still got that natural human rhythm.

*percussion: hit or struck to make sound

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Describe how the cymbal in an orchestra could be compared to thunder.

2. The author uses the made-up word “baBOOM” in sentence 5. From paragraph B, give another example of a made-up word.

Explain why you think these “words” are used.

3. As used in sentence 8, *primitive* means

- A. simple.
- B. loud.
- C. grunted.
- D. early.

4. The “logs” mentioned in sentence 12 refer to what kind of instruments?

- A. wind instruments
- B. drums
- C. organs
- D. brass instruments

Give the letter of the paragraph that best supports your answer. ____

5. In sentence 15, why does the author ask whether we have left our rhythm-making ability behind? Choose all of the following that apply.

- A. She doesn’t know the answer.
- B. She wants to introduce a test.
- C. She wants to make us think.
- D. She stresses an earlier question.

6. The purpose of paragraph B is to describe how

- A. rhythm became more complicated.
- B. objects were used to make rhythm.
- C. rhythm could make us healthy.
- D. particular patterns were created.

7. Paragraph A gives an example of rhythm that occurs in our bodies. What is that example?

49. Jackie Robinson, All-star by Margaret Hockett

A ¹Jackie Robinson was a superb baseball player. ²However, in the 1940s, a black man had little hope of playing in the major leagues. ³Little hope, that is, until Branch Rickey came along.

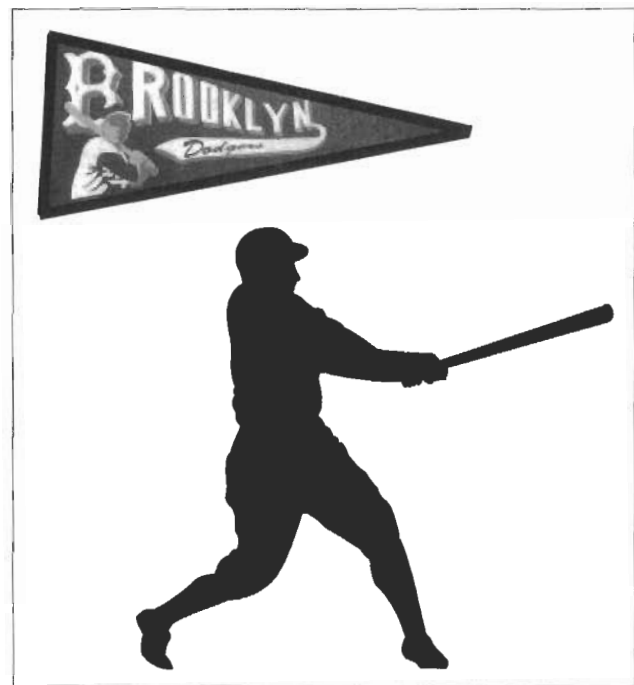
B ⁴Branch Rickey was general manager for the Brooklyn Dodgers. ⁵After World War II, the Dodgers needed to rebuild their team. ⁶Rickey decided to tap a new source of talent and hire the Dodgers' first black player. ⁷He found Jackie Robinson.

C ⁸Rickey knew that many people would object to Jackie's presence and would try to get him to quit. ⁹He told Robinson he'd need "guts enough not to fight back" when people said or did mean things to him. ¹⁰He would be accepted only if he were *more* of a gentleman than anyone else in baseball.

D ¹¹Robinson understood. ¹²He knew it would be hard, but he agreed to take the taunts without fighting back.

E ¹³At first, some of his own teammates were against him. ¹⁴Restaurants refused to serve him. ¹⁵Both fans and players called him names. ¹⁶Some opposing players even tried to "spike" Jackie at first base by stepping on his foot. ¹⁷But when Jackie wanted to fight back, he remembered his promise. ¹⁸He remained silent.

F ¹⁹Jackie Robinson concentrated on playing ball. ²⁰He was bold and speedy,



and he stole more bases than anyone else. ²¹His teammates came to like and respect him. ²²His daring moves brought excitement to the games. ²³Fans came especially to watch Jackie. ²⁴He played so well, in fact, that by the end of his first season he was named Rookie of the Year. ²⁵Robinson went on to play nine more seasons for the Dodgers.

G ²⁶It was largely because of his self-control that Jackie Robinson was accepted in major league baseball. ²⁷In fact, he paved the way for many black athletes whose skill and sportsmanship we admire today.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. From paragraph A, you can tell that Jackie Robinson probably started playing for the Dodgers during what decade?

List the numbers of the 2 sentences that best support your answer. _____,

2. As used in sentence 12, what could the word *taunts* mean?

- A. pitches
- B. jobs
- C. insults
- D. offers

Give the letter of the paragraph that best supports your answer. _____

3. Which of the following was probably NOT an important ingredient of Jackie Robinson's success?

- A. strong self-control
- B. ability to steal bases
- C. ability to fight back
- D. advice from Rickey

4. By "having guts enough *not* to fight back," Rickey probably meant that Jackie would have to

- A. claim rights.
- B. remain calm.
- C. lecture others.
- D. argue back.

Give the number of the sentence that best supports your answer. _____

5. Number the following events in the order they occur in the passage.

_____ A. Jackie is Rookie of the Year.

_____ B. Fans are impressed with Jackie's skill.

_____ C. World War II ends.

_____ D. Jackie is told to be gentlemanly.

_____ E. Jackie's self-control is challenged.

6. Why did Branch Rickey look for a black baseball player for the Dodgers?

List the numbers of the 2 sentences that best support your answer. _____,

7. What caused Jackie to remain silent when players tried to "spike" him?

List the numbers of the 2 sentences that best support your answer. _____,

50. Magellan's Voyage Around the World by David White

¹Ferdinand Magellan was the first explorer to lead a voyage that circled the globe. ²In doing so, he helped prove once and for all that the world was round.

³Magellan was 12 when Christopher Columbus first landed in the New World in 1492. ⁴Magellan went to school to learn how to be a page—an assistant at the royal court of Portugal. ⁵While in school, he learned celestial navigation, which is how to find your way in uncharted water or open seas by following the stars. ⁶His studies created in him a lifelong desire to explore. ⁷After several years as a page, he left the Portuguese court for a life at sea.

⁸Magellan wanted to lead his own voyage and tried unsuccessfully to persuade the king of Portugal to finance it. ⁹He finally won financial support from the king of Spain. ¹⁰In 1519, Magellan set off as captain of a five-ship Spanish expedition. ¹¹The goal was to find a way to Asia by going west.

¹²Legends told of El Paso—a water passage that went through the newly discovered American continents. ¹³A year into the voyage, Magellan found this passage. ¹⁴It was at the southern tip of South America.

¹⁵The sailors were not happy with Magellan because the water and winds were very cold. ¹⁶Still, they sailed on. ¹⁷After making it through the passage, Magellan and his men sailed 98 days across the Pacific Ocean without once seeing land. ¹⁸(Maps at the time showed the ocean to be small.)

MAGELLAN'S ROUTE



¹⁹Finally, Magellan reached Guam. ²⁰It was 1521—two years after the voyage had begun. ²¹Their food supply had long since run out, and the sailors were famished. ²²The people of Guam gave the sailors lots of exotic foods and fresh water. ²³They rested for a few days. ²⁴Some would have been happy to stay, but Magellan wanted to go on. ²⁵Nine days later, they reached the Philippines.

²⁶While there, Magellan tried to spread his religion to anyone who would listen. ²⁷He was successful in converting the natives of one island, but he was killed by natives on another island. ²⁸The voyage continued without him, though. ²⁹Only one ship was left in the end. ³⁰The *Victoria* returned to Spain in 1522. ³¹The voyage around the world was complete.

³²Even though Magellan himself did not survive the voyage, his discovery did. ³³The world was indeed round.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. How long did the voyage last?

List the numbers of the 2 sentences that best support your answer. _____, _____

2. According to the passage, which of these was NOT a part of Magellan's many travels?

- A. sailing the seas
- B. exploring the world
- C. spreading religion
- D. conquering countries

3. Why did Magellan ask the king of Spain to send him on a voyage?

Give the number of the sentence that best supports your answer. _____

4. Number these events in correct time order as performed by Magellan.

- _____ lands in Philippines
- _____ finds El Paso
- _____ reaches Guam
- _____ studies to be a page
- _____ sails into the Pacific Ocean

5. What is Magellan's voyage famous for?

List the numbers of the 2 sentences that best support your answer. _____, _____

6. What could have convinced Magellan to continue sailing the Pacific Ocean even though the crew had gone for days without seeing land?

Give the number of the sentence that best supports your answer. _____

7. Which of these words is closest in meaning to *famished*, as used in sentence 21?

- A. lost
- B. sore
- C. tired
- D. hungry

8. Explain why celestial navigation, as described in sentence 5, was useful to sailors.

posttests_____

FICTION POSTTEST—Half Dozen to Go

A ¹“We’ll just take six small ones,” Jon said as he crouched under the window. ²He was persuading me to “borrow” the neighbor’s roses for Mom’s birthday. ³He’d spent our savings on a stupid video.

B ⁴“Mom won’t know the difference, Ben, and absentminded Chump will never miss them,” Jon said. ⁵I had a funny feeling but went along. ⁶After all, Jon was older.

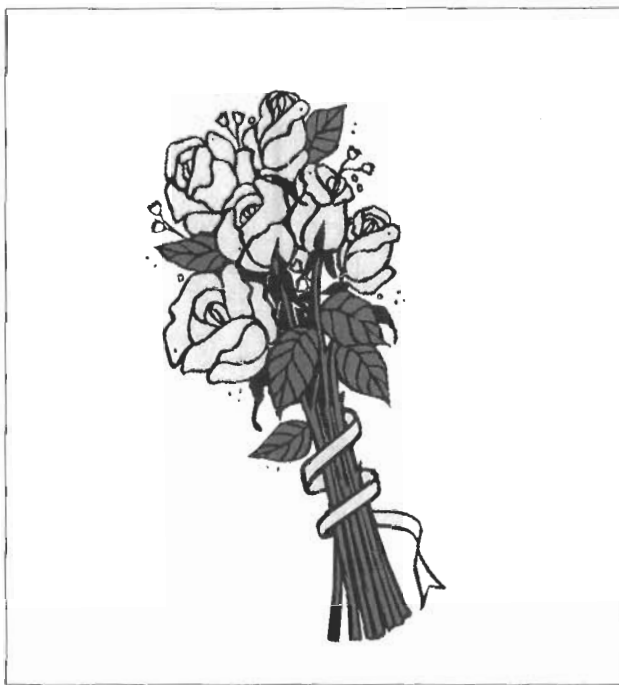
C ⁷“Stay down so Chump can’t see us,” Jon instructed as he cut three roses and pointed out three for me to cut. ⁸“The trick is to spread out the holes so it looks even.”

D ⁹We put the roses in a vase and set them by Mom’s chair. ¹⁰She was thrilled.

E ¹¹“For me? ¹²You boys didn’t have to spend all that money!” ¹³Jon was as smug as if he got the Best-Son award. ¹⁴But when Dad told us we were great, I cracked. ¹⁵“We took them from Mr. Chump’s garden,” I blurted.

F ¹⁶Dad and Mom looked at me blankly, but Jon’s look sent me a million poison darts. ¹⁷It’s a good thing Mr. Chump barged in, or Jon might have killed me.

G ¹⁸“Has anyone seen my prize—oh, there they are! ¹⁹I must have cut them and left them with you for safekeeping! ²⁰Well, thanks so much,” he swooped over, collected the vase, and was gone.



H ²¹Mom and Dad came back to life. ²²“What were you saying, Ben?” ²³Dad asked. ²⁴I had to save Jon’s skin *and* make myself look good. ²⁵Thinking quickly, I said, “Uhh...Jon wanted to buy you something, but I thought we’d do some clipping for Mr. Chump and let you enjoy his roses before he took them to the show.”

I ²⁶“Isn’t that clever!” said Mom. ²⁷“That’s thrifty *and* neighborly,” said Dad.

J ²⁸Jon looked at me with new respect.

K ²⁹Since the rose incident, I use my head and think about the consequences before acting. ³⁰Once in awhile, *Jon* even listens to *me*.

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Why couldn't the boys afford to buy roses?

Give the number of the sentence that best supports your answer. ____

2. Number the following according to the order of events in the passage.

- ____ The neighbor takes his roses back.
- ____ The boys cut flowers.
- ____ Jon respects Ben.
- ____ Mom gets roses.
- ____ Ben lies.

3. In sentence 8, what did Jon mean by "spread out the holes"?

4. Sentence 12 in paragraph E suggests that Mom thought the boys

- A. shouldn't have bought the video.
 B. got the flowers for free.
 C. had gone out and bought flowers.
 D. had done their neighbor a favor.

5. What might have caused Ben to tell where the flowers came from?

6. By the end of paragraph G, who did Chump think cut his flowers?

Give the number of the sentence that best supports your answer. ____

7. By the words "came back to life" (sentence 21), we can tell that Mom and Dad had been

- A. dead.
 B. frozen.
 C. showing no reaction.
 D. numb from excitement.

8. From where did the boys steal the flowers?

9. In sentence 5, Ben goes along because Jon is older. How do you think Ben's view has changed by the end of the story?

10. Which is probably true most of the time?

- A.** Mr. Chump is forgetful.
- B.** Dad is forgiving.
- C.** Jon goes along with Ben.
- D.** Mom is thrilled.

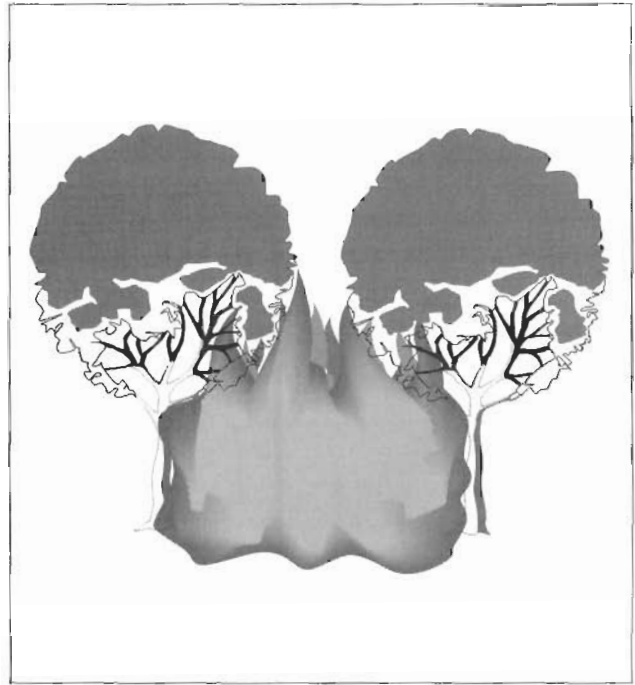
List the numbers of the 2 sentences that best support your answer. _____,

NONFICTION POSTTEST—The Good in Forest Fires

A ¹Wildfires are thought to be bad for a forest because they burn out of control, destroying the forest. ²However, a fire can actually be good for a forest.

B ³Tree leaves, bark, and branches fall naturally to the forest floor. ⁴This forest “litter” can become a huge fire danger because it is so dry and brittle. ⁵Also, there are pests living in this litter that can threaten the lives of plants and trees. ⁶To keep too much of this litter from building up, firefighters sometimes set a controlled fire that burns the forest floor in only one area. ⁷When the litter has burned away, firefighters put the fire out. ⁸A controlled forest floor fire protects the trees by destroying litter and pests, but sparing the grown trees.

C ⁹Fires, both wild and controlled, have other benefits for the forest. ¹⁰Wood smoke stops the growth of fungi* that harm some trees. ¹¹Fire keeps trees from growing too close together by thinning out the small seedlings. ¹²Fire also controls the growth of fir trees. ¹³Fir trees grow quickly and can take over a forest when fire does not control their growth. ¹⁴When these trees become too large and dense, they keep sunlight from reaching the forest floor. ¹⁵As a result, the low-growing plants that elk, deer, and other animals depend on as a major food source have difficulty growing.



D ¹⁶Some plants and trees grow quickly after a fire. ¹⁷After a fire, the soil more quickly releases such important nutrients** as protein and calcium. ¹⁸This enriched soil encourages plant growth.

E ¹⁹It is not always the best idea to put out a forest fire. ²⁰Fire has been a part of the life of the forest for many, many years. ²¹Trees, plants, and animals are used to fire and have found ways to live with it. ²²If we as humans take away such a big part of this life cycle, we may find that we have done more harm than good.

*fungi: plants with no leaves or flowers, such as mushrooms

**nutrient: a substance, such as a vitamin or mineral, that is found in a food and needed for health

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

1. Which of these words is closest in meaning to the word *enriched* in sentence 18?
- A. larger
 - B. polluted
 - C. newer
 - D. improved

2. In what two ways does a controlled fire help a forest?

Give the number of the sentence that best supports your answer. ____

3. What can happen to elk and deer if a forest does not have a fire for a long time?

Give the number of the sentence that best supports your answer. ____

4. Which of the following statements could you make about all forest fires?
- A. They help fungi to grow.
 - B. They destroy only the forest litter.
 - C. They can help the forest.
 - D. They are started by people.

5. Which of these is probably NOT a pest like the ones mentioned in sentence 5?
- A. woodpecker
 - B. beetle
 - C. termite
 - D. ant

6. Give a reason why some plants grow more quickly after a fire.

List the numbers of the 2 sentences that best support your answer. ____, ____

- 7.** How is a controlled fire different from a wildfire?

List the numbers of the 2 sentences that best support your answer. _____,

- 9.** Which of the following statements is an opinion?
- A.** Fire also controls the growth of fir trees.
 - B.** It is not always the best idea to put out a forest fire.
 - C.** Tree leaves, bark, and branches fall naturally to the forest floor.
 - D.** This enriched soil encourages plant growth.

- 8.** Which of these statements from the story best describes the main idea?
- A.** Tree leaves, bark, and branches fall naturally to the forest floor.
 - B.** Some trees and plants grow faster as a result of fire.
 - C.** However, a fire can actually be good for a forest.
 - D.** Fire has been a part of the life of the forest for many, many years.

Give the letter of the paragraph that best supports your answer. _____

ANSWER KEYS

The answer key provides the following information: a copy of the student passage with superscripted numbers, questions with the reading skill in parentheses, the correct answer given in bolded text, the numbers or letters of the evidence sentences or paragraphs, and an explanation of the answer (when necessary).

Although we give a recommended answer choice for each question, teachers should discuss any different responses with students to clarify their reasoning. If the teacher feels a student has made a good case for a response, based on the evidence in the passage, the teacher may want to accept the student's answer, also.

For the short answer questions, students do not have to follow the suggested wording exactly as long as they include the key information needed to answer the question. The literature and fiction stories, in particular, are open to greater interpretation than the nonfiction as to author meaning. The primary focus of this program is to get students to think about what they read and to improve their understanding of the material. You may find your students involved in a lively debate as to which is the best answer to a question. By all means, encourage this!

PRE- AND POSTTESTS

FICTION PRETEST: A "Dog-gone" Day

A ¹It was no fun staying behind the fence of my person's backyard while she was at school. ²Just beyond those wood boards was a whole world of activity. ³There were squirrels to be chased, dogs to be sniffed, fire hydrants to be marked, cats to be had! ⁴What else could I do? ⁵It was the call of the wild, so I jumped the fence!

B ⁶I headed for the park first. ⁷The squirrels didn't even see me coming! ⁸I

chased them from rock to rock and hole to hole. ⁹I heard a few people yell, "Get that dog on a leash!" so I decided I had better get going before I got caught. ¹⁰My next stop was down the street from the park, where my good friend Lucky lives. ¹¹We greeted each other with all the proper sniffings.

C ¹²"Lucky," I said, "you can jump this gate. ¹³It's only three feet high." ¹⁴But Lucky wouldn't do it. ¹⁵She had been a stray and wanted nothing to do with getting out of the yard.

D ¹⁶"You'll get lost, Blazer," she warned with a bark, but I didn't listen. ¹⁷Instead, I kept going and going and going until nothing looked familiar. ¹⁸I was really on my own. ¹⁹At first, I panicked. ²⁰Then, being the intelligent dog that I am, I decided to play the "helpless animal routine." ²¹I found a sweet young girl walking along the street and looked up at her with my big brown eyes. ²²I played shy to gain her sympathy, then moved in a little closer. ²³Licking and tail wagging followed. ²⁴I ended up in her car. ²⁵A short time later, I was right back where I started.

E ²⁶My person was not thrilled with me. ²⁷I was forced to use the "please forgive me routine." ²⁸My sad eyes and wagging tail worked like a charm. ²⁹Once again, everything was okay. ³⁰I was at home, at least until the next call of the wild!

1. What is the theme of the story?
(theme)

- A. Getting lost is fun.
- B. Live life adventurously.**
- C. Don't depend on people.
- D. Tame your wild instincts.

1 best evidence paragraph: **A**

B is the best answer because we see Blazer living adventurously throughout the story (jumping the

fence, chasing squirrels, etc.) A is incorrect because Blazer panicked when she realized she was lost, and then quickly figured out a way to get back home (19, 24). C is incorrect because Blazer did depend on a person (21). D is incorrect because Blazer will jump the fence again when she hears the next call of the wild (30).

2. Where does the story begin? (setting)

A. at the park
B. in the backyard
 C. on the street
 D. at Lucky's house

1 best evidence sentence: 1

3. Compare Lucky's view of getting out of the yard to Blazer's view. (compare/contrast, point of view)

Lucky doesn't want to get out of the yard. Blazer does like to get out of the yard.

2 best evidence sentences: 15, 5 (Also acceptable: 1)

4. In general, Blazer (generalization)

A. likes to sleep during the day.
B. knows how to get what she wants.
 C. is a little out of shape.
 D. listens to advice.

1 best evidence sentence from paragraph D: 20

B is the best answer because Blazer went about her day the way she wanted. She also knew how to get what she wanted from people, as seen with the young girl who found her and took her home. There is no evidence to support A. Blazer is probably not out of shape given her activities during the day, so C is unlikely. D is unlikely

because Blazer didn't listen to the advice of her friend Lucky.

5. Put the following events in their correct time order. (sequence)

1 Blazer jumps the fence.
 4 Blazer makes it home.
 2 Blazer goes to the park.
 3 Blazer gets lost.

6. In sentence 28, what does Blazer mean when she says the routine "worked like a charm"? (figurative language)

A charm is an action or saying that may have magical powers. Blazer's comment means that her routine worked like magic.

7. How did some people at the park feel about Blazer's running loose? (inference)

They yelled, "Get that dog on a leash," so they probably didn't like Blazer running loose.

1 best evidence sentence: 9

8. Give one example of what Blazer did when she needed the help of people. (reading for detail).

(Accept any one of the three.)

1. She looked up at them with her big brown eyes. 2. She played shy to gain their sympathy, then moved in a little closer. 3. She licked them and wagged her tail.

1 best evidence sentence: 21, 22, or 23

9. What resulted from Blazer's meeting the young girl? (conclusion)

A. Blazer was taken to the pound.
 B. Blazer was given a bath.
C. Blazer was taken home.

D. Blazer was punished.

1 best evidence sentence: **25**

C is correct because Blazer found her way home once she figured out how to ask the young girl for help. There is no evidence to support A, B, or D.

10. Do you think Blazer will jump the fence again? Explain your answer. (prediction)

Yes. The last line of the story states that Blazer will listen to the next call of the wild, meaning she will jump the fence again.

1 best evidence sentence: **30**

NONFICTION PRETEST: Quartz: Our Most Common Mineral

¹Quartz is the most common mineral on earth. ²You can find different kinds of quartz almost everywhere.

³Most of the sand on beaches and deserts is actually tiny pieces of quartz. ⁴Through a process called weathering,* rocks gradually break down into pebbles, then gravel, and finally become sand.

⁵Quartz does not dissolve or wear away like most other rock materials. ⁶So when rocks that contain quartz are weathered, only little bits of quartz are left. ⁷In fact, there are few minerals harder than quartz. ⁸Take a close look at some grains of sand. ⁹The many different colors and shapes you see show the rocks the grains originally came from.

¹⁰There are many kinds of quartz.

¹¹Some of the best known are the quartz crystals used in watches and jewelry.

¹²Most people are familiar with the clear quartz known as rock crystal. ¹³Amethyst is a deep purple gemstone that is actually purple quartz. ¹⁴The color comes from impurities** in the quartz.

¹⁵Flint is another common type of quartz. ¹⁶Nearly half a million years ago, cavemen in the early Stone Age used flint to make cutting tools and weapons.

¹⁷Although quartz is hard, it is also brittle, so it breaks easily. ¹⁸Small pieces of the flint could be chipped away to shape a tool. ¹⁹This shaping left a sharp edge good for cutting. ²⁰Examples of these flint tools have survived to the present day.

²¹There are many kinds and forms of quartz, from large crystals to tiny grains of sand. ²²It is a mineral that withstands both weather and time.

*weathering: gradually wearing down by heat, wind, and rain

**impurities: things mixed in that don't belong to the original object

1. Why does the quartz remain when a rock becomes weathered? (conclusion)

Quartz does not wear away or dissolve.

1 best evidence sentence: **5**

2. Why is there such variety in sand particles? (supporting detail)

Grains of sand are pieces of different kinds of rocks.

1 best evidence sentence: **9**

3. Why do you think flint was useful for tools and weapons? (inference)

Flint could be shaped to create a sharp tool.

2 best evidence sentences: **18, 19**

4. How does amethyst get its purple color? (reading for detail)

The color comes from impurities in the quartz.

1 best evidence sentence: **14**

5. What is the main idea of this passage? (main idea)

- A. Sand comes from many different rocks.
- B. Quartz is the hardest mineral.
- C. People have used quartz for centuries.
- D. There are many kinds of quartz found worldwide.**

A and C are details about quartz. B is incorrect; there are some minerals harder than quartz.

6. How is rock crystal different from amethyst? (compare/contrast)

Rock crystal is clear, and amethyst is purple.

2 best evidence sentences: **12, 13**

7. Which of the following statements can you make about quartz in general? (generalization)

- A. Quartz crystals are colorless.
- B. Quartz is made from sand.
- C. Quartz is hard to find.
- D. Quartz lasts a long time.**

2 best evidence sentences: **16, 20** (Also acceptable: **5, 20**)

D is the best answer because there are quartz pieces that date back nearly half a million years ago (16, 20). The passage also states that quartz does not dissolve or wear away (5). A is incorrect; not all quartz is colorless (13). B is incorrect; sand is made from quartz (3). C is incorrect; quartz is the most common mineral on earth (1).

8. As a rock breaks down, what stages does it go through? (sequence)

- A. Rock, gravel, sand, pebble

B. Rock, sand, pebble, gravel

C. Rock, gravel, pebble, sand

D. Rock, pebble, gravel, sand

1 best evidence sentence: **4**

9. How do rocks become sand? (cause/effect)

They are gradually worn down by weathering.

1 best evidence sentence: **4**

FICTION POSTTEST: Half Dozen to Go

A ¹"We'll just take six small ones," Jon said as he crouched under the window.

²He was persuading me to "borrow" the neighbor's roses for Mom's birthday. ³He'd spent our savings on a stupid video.

B ⁴"Mom won't know the difference, Ben, and absentminded Chump will never miss them," Jon said. ⁵I had a funny feeling but went along. ⁶After all, Jon was older.

C ⁷"Stay down so Chump can't see us," Jon instructed as he cut three roses and pointed out three for me to cut. ⁸"The trick is to spread out the holes so it looks even."

D ⁹We put the roses in a vase and set them by Mom's chair. ¹⁰She was thrilled.

E ¹¹"For me? ¹²You boys didn't have to spend all that money!" ¹³Jon was as smug as if he got the Best-Son award. ¹⁴But when Dad told us we were great, I cracked. ¹⁵"We took them from Mr. Chump's garden," I blurted.

F ¹⁶Dad and Mom looked at me blankly, but Jon's look sent me a million poison darts. ¹⁷It's a good thing Mr. Chump barged in, or Jon might have killed me.

G ¹⁸"Has anyone seen my prize—oh, there they are! ¹⁹I must have cut them and left them with you for safekeeping! ²⁰Well, thanks so much," he swooped over, collected the vase, and was gone.

H ²¹Mom and Dad came back to life.

²²"What were you saying, Ben?" ²³Dad

asked. ²⁴I had to save Jon's skin *and* make myself look good. ²⁵Thinking quickly, I said, "Uhh...Jon wanted to buy you something, but I thought we'd do some clipping for Mr. Chump and let you enjoy his roses before he took them to the show."

I ²⁶"Isn't that clever!" said Mom.

²⁷"That's thrifty *and* neighborly," said Dad.

J ²⁸Jon looked at me with new respect.

K ²⁹Since the rose incident, I use my head and think about the consequences before acting. ³⁰Once in awhile, *Jon* even listens to me.

1. Why couldn't the boys afford to buy roses? (supporting detail)

Jon spent their savings on a video.

1 best evidence sentence: 3

2. Number the following according to the order of events in the passage. (sequence)

3 The neighbor takes his roses back.

1 The boys cut flowers.

5 Jon respects Ben.

2 Mom gets roses.

4 Ben lies.

3. In sentence 8, what did Jon mean by "spread out the holes"? (inference)

He meant not to cut all the roses from the same place.

Jon did this so Chump would not be able to tell some were missing.

4. Sentence 12 in paragraph E suggests that Mom thought the boys (inference)
 - A. shouldn't have bought the video.
 - B. got the flowers for free.
 - C. had gone out and bought flowers.**
 - D. had done their neighbor a favor.

Sentence 12 implies that she thought they spent money on the roses.

5. What might have caused Ben to tell where the flowers came from? (cause/effect)

Since Ben "cracked" when Dad told them they were great, he probably felt that what he had done was wrong.

6. By the end of paragraph G, who did Chump think cut his flowers? (reading for detail)

He thought he himself had cut the roses.

1 best evidence sentence: 19

7. By the words "came back to life" (sentence 21), we can tell that Mom and Dad had been (figurative language)
 - A. dead.
 - B. frozen.
 - C. showing no reaction.**
 - D. numb from excitement.

In sentence 16, the parents were looking blank (as if they couldn't reconcile what they believed with what they were hearing). Therefore, C is the best answer. There is no evidence for choice A, B or D.

8. From where did the boys steal the flowers? (setting)

They took the roses from the neighbor's garden, under his window.

Sentences 1, 2, and 15 indicate the location.

9. In sentence 5, Ben goes along because Jon is older. How do you think Ben's view has changed by the end of the story? (point of view)

Ben would no longer go along with what Jon suggests just because Jon is older. He now uses his head before following Jon.

10. Which is probably true most of the time? (generalization)

A. Mr. Chump is forgetful.
B. Dad is forgiving.
C. Jon goes along with Ben.
D. Mom is thrilled.

2 best evidence sentences: 4, 19

Chump is called absentminded (sentence 4), so he has probably shown forgetfulness before. In addition he demonstrates forgetfulness in sentence 19.

Therefore, there is more evidence for choice A than any other choice. There is no evidence for B (in the story, Dad has no need to forgive since he never knew of any wrongdoing). Mom was thrilled once (sentence 10) in the passage, but there is nothing to show that she is usually thrilled. There is no evidence that Jon has ever followed Ben.

NONFICTION POSTTEST: The Good in Forest Fires

A ¹Wildfires are thought to be bad for a forest because they burn out of control, destroying the forest. ²However, a fire can actually be good for a forest.

B ³Tree leaves, bark, and branches fall naturally to the forest floor. ⁴This forest "litter" can become a huge fire danger because it is so dry and brittle. ⁵Also, there are pests living in this litter that can threaten the lives of plants and trees.

⁶To keep too much of this litter from building up, firefighters sometimes set a controlled fire that burns the forest floor in only one area. ⁷When the litter has

burned away, firefighters put the fire out.

⁸A controlled forest floor fire protects the trees by destroying litter and pests, but sparing the grown trees.

C ⁹Fires, both wild and controlled, have other benefits for the forest. ¹⁰Wood smoke stops the growth of fungi* that harm some trees. ¹¹Fire keeps trees from growing too close together by thinning out the small seedlings. ¹²Fire also controls the growth of fir trees. ¹³Fir trees grow quickly and can take over a forest when fire does not control their growth. ¹⁴When these trees become too large and dense, they keep sunlight from reaching the forest floor.

¹⁵As a result, the low-growing plants that elk, deer, and other animals depend on as a major food source have difficulty growing.

D ¹⁶Some plants and trees grow quickly after a fire. ¹⁷After a fire, the soil more quickly releases such important nutrients** as protein and calcium. ¹⁸This enriched soil encourages plant growth.

E ¹⁹It is not always the best idea to put out a forest fire. ²⁰Fire has been a part of the life of the forest for many, many years. ²¹Trees, plants, and animals are used to fire and have found ways to live with it. ²²If we as humans take away such a big part of this life cycle, we may find that we have done more harm than good.

*fungi: plants with no leaves or flowers, such as mushrooms

**nutrient: a substance, such as a vitamin or mineral, that is found in a food and needed for health

1. Which of these words is closest in meaning to the word *enriched* in sentence 18? (vocabulary)

A. larger
B. polluted
C. newer
D. improved

D is suggested by the context because the enriched soil encourages plant growth. There is no evidence for A, B, or C.

2. In what two ways does a controlled fire help a forest? (cause/effect)

It gets rid of dry leaves, bark, and branches. It also destroys pests that harm trees.

2 best evidence sentences: 4, 5 (Also acceptable: 8)

3. What can happen to elk and deer if a forest does not have a fire for a long time? (conclusion)

The elk and deer might have a hard time finding enough food in the forest.

1 best evidence sentence: 15

4. Which of the following statements could you make about all forest fires? (generalization)

- A. They help fungi to grow.
- B. They destroy only the forest litter.
- C. They can help the forest.**
- D. They are started by people.

C is supported by the third paragraph. A is contradicted by Sentence 10. B and D are true of controlled fires only.

5. Which of these is probably NOT a pest like the ones mentioned in sentence 5? (inference)

- A. woodpecker**
- B. beetle
- C. termite
- D. ant

The pests referred to in Sentence 5 live on the forest floor; of the choices above, only the woodpecker does not live on the forest floor.

6. Give a reason why some plants grow more quickly after a fire. (supporting detail)

Some plants grow quickly after a fire because the soil becomes enriched.

2 best evidence sentences: 17, 18

7. How is a controlled fire different from a wildfire? (compare/contrast)

A controlled fire is set by firefighters to burn only one area. A wildfire burns out of control.

2 best evidence sentences: 1, 6 (Also acceptable: 8)

8. Which of these statements from the story best describes the main idea? (main idea)

- A. Tree leaves, bark, and branches fall naturally to the forest floor.
- B. Some trees and plants grow faster as a result of fire.
- C. However, a fire can actually be good for a forest.**
- D. Fire has been a part of the life of the forest for many, many years.

1 best evidence paragraph: C

A and B are details. D is also true, but most of the passage lists the benefits of fire.

9. Which of the following statements is an opinion? (fact/opinion)

- A. Fire also controls the growth of fir trees.
- B. It is not always the best idea to put out a forest fire.**
- C. Tree leaves, bark, and branches fall naturally to the forest floor.
- D. This enriched soil encourages plant growth.

1 best evidence paragraph: **E**

While the passage points out the many benefits of fire, it is still the writer's opinion that some forest fires should be allowed to burn. A, C, and D are facts supported by the passage.

LITERATURE

1. *Fudge•a•mania* by Judy Blume (Excerpt)

¹"Guess what, Pete?" my brother, Fudge, said. ²"I'm getting married tomorrow."

³I looked up from my baseball cards. ⁴"Isn't this kind of sudden?" I asked, since Fudge is only five.

⁵"No," he said.

⁶"Well...who's the lucky bride?"

⁷"Sheila Tubman," Fudge said.

⁸I hit the floor, pretending to have fainted dead away. ⁹I did a good job of it because Fudge started shaking me and shouting, "Get up, Pete!"

¹⁰*What's this Pete business?* I thought. ¹¹*Ever since he could talk, he's called me Pee-tah.*

¹²Then Tootsie, my sister, who's just a year and a half, danced around me singing, "Up, Pee...up."

¹³Next, Mom was beside me saying, "Peter...what happened?" ¹⁴"Are you all right?"

¹⁵"I told him I was getting married," Fudge said. ¹⁶"And he just fell over."

¹⁷"I fell over when you told me *who* you were marrying," I said.

¹⁸"Who are you marrying, Fudge?" Mom asked, as if we were seriously discussing his wedding.

¹⁹"Sheila Tubman," Fudge said.

²⁰"Don't say that name around me," I told him, "or I'll faint again."

²¹"Speaking of Sheila Tubman..." Mom began.

²²But I didn't wait for her to finish.

²³"You're making me feel very sick..." I warned.

²⁴"Really, Peter..." Mom said. ²⁵"Aren't you overdoing it?"

²⁶I clutched my stomach and moaned but Mom went right on talking.

1. Which of the following statements gives the main idea of the passage? (main idea)

A. Fudge is worried that something is wrong with Peter.

B. Peter clutches his stomach and pretends to be sick when he hears the name Sheila Tubman.

C. Peter reacts strongly to the mention of Sheila Tubman's name.

D. Fudge talks about marrying Sheila Tubman.

C is supported by sentences 8, 17, and 20. A, B, and D are incorrect because they are details of the passage.

2. Peter notices a change in the way his little brother speaks to him. Explain the change. (supporting detail)

Peter notices that his brother is calling him "Pete" and not "Pee-tah."

3. Which of these words best describes Peter? (character trait/generalization)

A. dramatic

B. mean

C. worried

D. tired

4 best evidence sentences: **8, 20, 23, 26**

A is the best answer because Peter pretends to faint (8, 20) and to be sick to his stomach (23, 26). His overreactions are done for drama. There is no evidence for B or D. Peter

is more flippant about the situation than worried (8–9, 20, 26), so C is incorrect.

4. What caused Peter to fall to the ground? (cause/effect)
- A. Fudge told him he was getting married.
 - B. He had a bad stomachache.
 - C. Fudge told him he was marrying Sheila Tubman.**
 - D. He saw Sheila Tubman walk in.

1 best evidence sentence: 17

A is incorrect because Peter didn't fall to the ground right after Fudge told him he was getting married. B is incorrect because we know that Peter is just being dramatic when he clutches his stomach. There is no evidence for D.

5. Put the following events in their correct order. (sequence)
- 3** Mom enters the scene.
 - 4** Mom says Sheila Tubman's name, and Peter holds his stomach and moans.
 - 2** Peter falls to the ground, pretending to have fainted.
 - 1** Fudge tells Peter he is getting married.
6. How do you think Fudge and Tootsie will react if Peter faints again? (prediction)
- A. They will think he's very sick.
 - B. They will be afraid and very worried.
 - C. They will know he's pretending.**
 - D. They will play a trick on him.

Explain your answer.

Fudge and Tootsie have already seen Peter faint and then get back up again. Their mother doesn't seem worried about Peter, so they

will probably know that Peter is pretending if he faints again.

7. Which sentence from the passage makes you think that Fudge is not actually getting married? (inference)
- A. I hit the floor, pretending to have fainted dead away.
 - B. "Isn't this kind of sudden?" I asked, since Fudge is only five.**
 - C. "Well...who's the lucky bride?"
 - D. "Speaking of Sheila Tubman..." Mom began.

B is correct since 5 year olds can't marry. A, C, and D are incorrect because they do not indicate that Fudge is not actually getting married.

2. *Mr. Popper's Penguins* by Richard Atwater (Excerpt)

A ¹The penguins all loved to climb the stairs that led up to the kitchen, and never knew when to stop unless they found the kitchen door closed. ²Then, of course, they would turn around and toboggan down the steps again. ³This made rather a curious noise sometimes, when Mrs. Popper was working in the kitchen, but she got used to it, as she had got used to so many other strange things this winter.

B ⁴The freezing plant that Mr. Popper had got for the penguins downstairs was a large and good one. ⁵It made very large blocks of ice, instead of small ice cubes, so that soon Mr. Popper had made a sort of ice castle down there for the twelve penguins to live in and climb over.

C ⁶Mr. Popper also dug a large hole in the cellar floor and made a swimming and diving pool for the birds. ⁷From time to time he would throw live fish into the pool for the penguins to dive for. ⁸They found this very refreshing, because, to tell the truth, they had got a little tired of canned

shrimps. ⁹The live fish were specially ordered and were brought all the way from the coast in tank cars and glass boxes to 432 Proudfoot Avenue.

¹⁰Unfortunately, they were quite expensive.

D ¹¹It was nice that there were so many penguins because when two of them (usually Nelson and Columbus) got into a fight, and began to spar at each other with their flippers, the ten other penguins would all crowd around to watch the fight and make encouraging remarks. ¹²This made a very interesting little scene.

E ¹³Mr. Popper also flooded a part of the cellar floor for an ice rink, and here the penguins often drilled like a sort of small army, in fantastic marching movements and parades around the ice. ¹⁴The penguin Louisa seemed especially fond of leading these marching drills. ¹⁵It was quite a sight to see them, after Mr. Popper had the idea of training Louisa to hold a small American flag in her beak while she proudly led the solemn parades.

1. This story could best be classified as a (theme)
A. mystery.
B. comedy.
C. adventure.
D. science fiction.

The penguins are having an adventure in their surroundings, but the main focus of the story is on the penguins' humorous antics, so B is the best choice. There is no evidence for A or D.

2. In sentence 13, how did the author use figurative language to describe the penguins? (figurative language/simile)
He compared them to a small army.
3. In sentence 11, what does the word *spar* mean? (vocabulary)

- A. to wave
- B. to swim
- C. to box**
- D. to argue

The other penguins watch them fight with their flippers, so A and B are incorrect. Since the penguins use their flippers to spar, D is incorrect.

4. Which of the following statements can you make about penguins in general? (generalization)
A. Penguins like to be alone.
B. Penguins will eat anything.
C. Penguins are easily trained.
D. Penguins like a cold environment.

D is the best choice because the entire cellar was cooled by a freezing plant and filled with ice. A is incorrect because the 12 penguins did things together. B is incorrect because the penguins ate only seafood. C is incorrect because Mr. Popper did not train the penguins; they did most things, such as marching, on their own. The fact that Mr. Popper trained one penguin to carry a flag is insufficient evidence that all penguins are easily trained.

5. What did Mr. Popper feed the penguins? (reading for detail)

He fed them canned shrimp and live fish.

6. Which of the following actions of the penguins supports the idea that their behavior was unusual? (inference)
A. The penguins would dive for live fish.
B. The penguins liked to climb over the blocks of ice.
C. The penguin Louisa liked to lead the marching drills.

D. The penguins liked to climb up the stairs and toboggan down them.

1 best evidence sentence: **14**

Penguins like to slide in the wild, so it would not be unusual for them to slide down the stairs. Marching in formation seems more unusual behavior, so C is a better choice than D. Penguins dive for fish and live on ice in the wild, so A and B are incorrect.

7. From paragraphs B and C, give three examples that support the conclusion that the penguins were expensive to care for. (conclusion)

1. Mr. Popper had to buy a freezing plant. 2. Mr. Popper made a swimming pool. 3. Mr. Popper bought live fish, which were expensive.

1 best evidence sentence for each example: **4, 6, 10**

3. *Maniac Magee* by Jerry Spinelli (Excerpt)

A ¹⁴“Where you goin’?” he said. ²Candy bar flakes flew from his mouth.

B ³⁴“I’m looking for Sycamore Street,” said Maniac. ⁴⁴“Do you know where it is?”

C ⁵⁴“Yeah, I know where it is.”

D ⁶⁴Maniac waited, but the kid said nothing more.

E ⁷⁴“Well, uh, do you think you could tell me where it is?”

F ⁸⁴Stone was softer than the kid’s glare.

G ⁹⁴“No.”

H ¹⁰⁴Maniac looked around. ¹¹⁴Other kids had stopped playing, were staring.

I ¹²⁴Someone called: “Do ’im, Mars!”

J ¹³⁴Someone else: “Waste ’im!”

K ¹⁴⁴The kid, as you probably guessed by now, was none other than Mars Bar

Thompson. ¹⁵⁴Mars Bar heard the calls, and the stone got harder. ¹⁶⁴Then suddenly he stopped glaring, suddenly he was smiling. ¹⁷⁴He held up the candy bar, an inch from Maniac’s lips. ¹⁸⁴“Wanna bite?”

L ¹⁹⁴Maniac couldn’t figure. ²⁰⁴“You sure?”

M ²¹⁴“Yeah, go ahead. ²²⁴Take a bite.”

N ²³⁴Maniac shrugged, took the Mars Bar, bit off a chunk, and handed it back.

²⁴⁴“Thanks.”

O ²⁵⁴Dead silence along the street. ²⁶⁴The kid had done the unthinkable, he had chomped on one of Mars’s own bars. ²⁷⁴Not only that, but white kids just didn’t put their mouths where black kids had had theirs, be it soda bottles, spoons, or candy bars. ²⁸⁴And the kid hadn’t even gone for the unused end; he had chomped right over Mars Bar’s own bite marks.

P ²⁹⁴Mars Bar was confused. ³⁰⁴Who was this kid? ³¹⁴What was this kid?

1. List two sentences from the passage that best support the idea that Maniac was not welcome in the neighborhood. (supporting detail)

Sentences **12, 13**

2. What does the author mean when he states “Stone was softer than the kid’s glare”? (figurative language)

A. Stone *is* actually softer than the glare of an angry kid.

B. The kid’s glaring eyes were gray like stone.

C. The kid’s glare was really intense.

D. The kid’s glare was beginning to soften.

The author is comparing the intensity and hardness of the kid’s glare to stone.

3. What does the author mean when he writes “Mars Bar heard the calls, and the stone got harder”? (figurative language)

The author means that Mars Bar's glare is becoming even stronger.

4. Why was Maniac confused when Mars Bar quit glaring at him and then offered him a bite of his candy bar? (conclusion)

Until now, he had been unfriendly to Maniac.

5. What was a key event in the story? (key event)

A. Maniac bit Mars Bar's candy bar.

- B. The kids stopped playing.
C. Mars Bar glared at Maniac.
D. Mars Bar didn't answer Maniac.

B, C, and D are details in the story, but not main events.

3. What do you think Mars Bar was doing when he offered his candy bar to Maniac? (inference)

- A. He was trying to get rid of his candy bar.
B. He wanted to share his candy bar with Maniac.
C. He was testing Maniac to see what he'd do.
D. He wanted to prove he didn't mind a white kid eating his candy bar.

1 best evidence paragraph: **O**

C is the best answer. Mars Bars was being unfriendly to Maniac as evidenced by his not telling Maniac where Sycamore Street is and then glaring at him. Mars Bar probably did not want to get rid of or share his candy bar, especially not to a kid who he didn't seem to like (A, B). This would point to another motive. Therefore, he was probably testing or tormenting Maniac. There is no evidence for D.

7. What two things caused Mars Bar to become confused? (cause/effect)

1. Maniac took a bite of his candy bar. 2. He also put his mouth right where Mars Bar's mouth had been on the candy bar, something white kids just didn't do.

1 best evidence sentence for each example: **26, 27**

4. *Owls in the Family* by Farley Mowat (Excerpt)

A ¹Mother and Dad and I were having dinner. ²The dining room windows were open because it had been such a hot day. ³All of a sudden there was a great *swooooosh* of wings—and there, on the window sill, sat Wol. ⁴Before any of us had time to move, he gave a leap and landed on the floor beside my chair. ⁵And he hadn't come empty-handed. ⁶Clutched in his talons was an enormous skunk. ⁷The skunk was dead, but that didn't help matters much because, before he died, he had managed to soak himself and Wol with his own special brand of perfume.

B ⁸"Hoo-hoohoohoo-HOO!" Wol said proudly.

C ⁹Which probably meant: "Mind if I join you? ¹⁰I've brought my supper with me."

D ¹¹Nobody stopped to answer. ¹²We three people were already stampeding through the door of the dining room, coughing and choking. ¹³Wol had to eat his dinner by himself.

E ¹⁴It was two weeks before we could use the dining room again, and when Mother sent the rug and drapes to the cleaners, the man who owned the shop phoned her right back and wanted to know if she was trying to ruin him.

F ¹⁵Wol didn't smell so sweet either, but he couldn't understand why he was so unpopular all of a sudden. ¹⁶His feelings

must have been hurt by the way everybody kept trying to avoid him. ¹⁷After two or three days, when even I wouldn't go near him, or let him come near me, he became very unhappy. ¹⁸Then an idea must have come into his funny head. ¹⁹He must have decided we were mad at him because he hadn't shared his skunk with us! ²⁰So one day he went down to the riverbank and caught a second skunk, and brought it home for us.

G ²¹By this time he was so soaked in skunk oil that you could smell him a block away. ²²Some of our neighbors complained about it, and so finally my father had to give Wol a bath in about a gallon of tomato juice. ²³Tomato juice is the only thing that will wash away the smell of skunk.

H ²⁴Poor Wol! ²⁵By the time Dad was through with him he looked like a rag mop that had been dipped in ketchup. ²⁶But he got the idea, and he never again brought his skunks home to us.

1. Why did the cleaner think Mother was trying to ruin him? (inference)

The smell was so strong the cleaner probably thought it would drive away customers.

1 best evidence sentence: **14**

2. Which of the following sentences best describes the family's reaction to Wol's arrival with the skunk? (inference)

- A. They were thrilled.
- B. They were angry with Wol.
- C. They thought it was funny.
- D. They were surprised.**

3 best evidence sentences: **4, 11, 12**

Sentence 4 mentions that they didn't have time to move before he landed with the skunk. After that, they ran

from the room. There is no evidence for choices A, B, or C.

3. Which of the following explains why the family was unable to use the dining room for two weeks? (inference, cause/effect)

- A. Wol's supper was still lying there.
- B. The room still smelled of skunk.**
- C. It was too hot to eat in there.
- D. Mother wanted to wait for the rug and drapes.

We know from sentence 12 that the smell was quite strong, so B is the best answer. Common sense dictates they would remove the dead skunk, so A is incorrect. There is no evidence for C or D.

4. In sentence 3, why is it more effective for the author to use *swooooosh* to describe Wol's arrival than to simply say he flew in the window? (figurative language)

The word sounds like a bird flying.

You can almost hear his wings and feel the rush of air as he flies in the window.

5. Which of the following is the most likely reason that Wol never brought a skunk home again? (cause/effect)

- A. He didn't want the neighbors to get mad at him.
- B. He decided to bring home squirrels instead.
- C. He didn't want another tomato juice bath.**
- D. He didn't want to mess up the house.

1 best evidence sentence: **26**

It was right after the tomato juice bath that Wol stopped bringing his skunks home. There is no evidence for A, B, or D.

6. Based on his behavior, you can conclude that Wol (conclusion)
- A. did not like getting dirty.
 - B. wanted to please the family.**
 - C. was afraid of people.
 - D. did not like to share.

3 best evidence sentences: **19, 20, 26**

There is no evidence for A, especially since it was the humans who decided to clean him up. C is contradicted by the fact that Wol wanted to be with people (4, 17). D is contradicted by the fact that Wol brought home his skunks twice (6, 20).

7. In paragraph F, the narrator presents Wol's point of view in human terms. Give one example of how the narrator thought Wol was feeling. (point of view, reading for detail)

In sentence 15, the narrator said Wol felt unpopular. In sentence 16, he said Wol's feelings were probably hurt. In sentence 19, he said Wol thought we were mad at him for not sharing his skunk.

1 best evidence sentence: **15, 16, or 19**

5 "Rikki-tikki Tavi" from *The Jungle Book* by Rudyard Kipling (Excerpt)

¹One day, a high summer flood washed him out of the burrow where he lived with his father and mother, and carried him, kicking and clucking, down a roadside ditch. ²He found a little wisp of grass floating there, and clung to it till he lost his senses. ³When he revived, he was lying in the hot sun on the middle of a garden

path, very draggled indeed, and a small boy was saying, "Here's a dead mongoose. ⁴Let's have a funeral."

⁵"No," said his mother, "let's take him in and dry him. ⁶Perhaps he isn't really dead."

⁷They took him into the house, and a big man picked him up between his finger and thumb and said he was not dead but half choked. ⁸So they wrapped him in cotton wool, and warmed him over a little fire, and he opened his eyes and sneezed.

⁹"Now," said the big man (he was an Englishman who had just moved into the bungalow), "don't frighten him, and we'll see what he'll do."

¹⁰It is the hardest thing in the world to frighten a mongoose, because he is eaten up from nose to tail with curiosity. ¹¹The motto of all the mongoose family is "Run and find out," and Rikki-tikki was a true mongoose. ¹²He looked at the cotton wool, decided that it was not good to eat, ran all around the table, sat up and put his fur in order, scratched himself, and jumped on the small boy's shoulder.

¹³"Don't be frightened, Teddy," said his father. ¹⁴"That's his way of making friends."

¹⁵"Ouch! He's tickling under my chin," said Teddy.

¹⁶Rikki-tikki looked down between the boy's collar and neck, snuffed at his ear, and climbed down to the floor, where he sat rubbing his nose.

¹⁷"Good gracious," said Teddy's mother, "and that's a wild creature! ¹⁸I suppose he's so tame because we've been kind to him."

¹⁹"All mongooses are like that," said her husband. ²⁰"If Teddy doesn't pick him up by the tail, or try to put him in a cage, he'll run in and out of the house all day long. ²¹Let's give him something to eat."

²²They gave him a little piece of raw meat. ²³Rikki-tikki liked it immensely,

and when it was finished he went out into the veranda and sat in the sunshine and fluffed up his fur to make it dry to the roots. ²⁴Then he felt better.

1. Why do you think the boy thought the mongoose was dead? (inference)

He was lying in the path, probably not moving.

1 best evidence sentence: **3**

2. What do you think the author means in sentence 10 when he says a mongoose is “eaten up from nose to tail with curiosity”? (figurative language)

A. He is interested in everything.

- B. He is afraid of people.
- C. He is always looking for food.
- D. He is full of fleas.

The phrase means that a mongoose is full of curiosity; his curiosity consumes him. He has to explore everything. A is supported by the motto “run and find out” in sentence 11 and by Rikki-tikki’s behavior. There is no evidence for B, C, or D.

3. What did Teddy’s father think Rikki-tikki was trying to do when he jumped on Teddy’s shoulders? (reading for detail)

He thought Rikki-tikki was trying to make friends with Teddy.

1 best evidence sentence: **14**

4. What did Rikki-tikki do that made Teddy’s mother think he was tame? (inference)

He wasn’t afraid of them. He climbed up on Teddy.

2 best evidence sentences: **12, 16**

5. In sentence 2, the author says that Rikki-tikki “lost his senses.” What does this mean? (figurative language)

- A. He lost his way.
- B. He fell asleep.
- C. He was unconscious.**
- D. He went crazy.

1 best evidence sentence: **3**

There is some evidence for A, since losing your senses could include losing your sense of direction, but C is supported by sentence 3. He revived, or regained consciousness, *after* he lost his senses. There is no evidence for choices B or D.

6. Why do you think Rikki-tikki felt better after he fluffed up his fur? (conclusion)

Once he fluffed his fur, it would dry completely. He felt better now that he was drying out.

1 best evidence sentence: **23**

6. *Where the Red Fern Grows* by Wilson Rawls (Excerpt)

A ¹Mr. Kyle and I were told to go to one end of the table. ²Our dogs were placed at the other end. ³Mr. Kyle snapped his fingers and called to his dog.

B ⁴The big hound started walking toward his master. ⁵What a beautiful sight it was. ⁶He walked like a king. ⁷His body was stiff and straight, his head high in the air, his large muscles quivered and jerked under his glossy coat, but something went wrong. ⁸Just before he reached the end, he broke his stride, turned, and jumped down from the table.

C ⁹A low murmur ran through the crowd.

D ¹⁰It was my turn. ¹¹Three times I tried to call to Little Ann. ¹²Words just wouldn’t come out. ¹³My throat was too dry. ¹⁴The

vocal cords refused to work, but I could snap my fingers. ¹⁵That was all I needed. ¹⁶She started toward me. ¹⁷I held my breath. ¹⁸There was silence all around me. **E** ¹⁹As graceful as any queen, with her head high in the air, and her long red tail arched in a perfect rainbow, my little dog walked down the table. ²⁰With her warm gray eyes staring straight at me, on she came. ²¹Walking up to me, she laid her head on my shoulder. ²²As I put my arms around her, the crowd exploded. **F** ²³During the commotion I felt hands slapping me on the back, and heard the word congratulations time after time. ²⁴The head judge came over and made a speech. ²⁵Handing me a small silver cup, he said, "Congratulations, son. ²⁶It was justly won."

1. In sentence 19, the author uses a simile and a metaphor to describe Little Ann. Write one of these below and identify which kind of figurative language it is. (figurative language)

"As graceful as any queen" is a simile and "tail arched in a perfect rainbow" is a metaphor.
2. Choose the two sentences that best show how the crowd supported the boy and his dog. (supporting detail)
A. During the commotion I felt hands slapping me on the back...
B. There was silence all around me.
C. As I put my arms around her, the crowd exploded.
D. A low murmur ran through the crowd.
In B, you might think that the crowd was silent because they didn't want to distract the dog, but this is not directly stated.
3. Which word best describes the main

feeling the author is trying to create? (author's purpose/mood)

- A. enthusiasm
- B. tension**
- C. indifference
- D. sadness

B is the best answer because the story takes place in the midst of a contest. The reader is not sure what will happen until the end of the passage. There is no evidence for C or D. There is some evidence to support that the characters are enthusiastic when Little Ann wins, but this comes at the end of the passage, so A is incorrect.

4. What causes Little Ann to start walking across the table? (cause/effect)
A. The crowd murmurs quietly.
B. The boy snaps his fingers.
C. The boy calls to her.
D. The big hound barks.

1 best evidence sentence: **14**

There is no evidence that A affects the dog. C is incorrect because in sentences 12 and 14 the boy is unable to call her. There is no evidence for D.

5. Compare the big hound's performance to Little Ann's. (compare/contrast)
The hound walked like a king and Little Ann walked like a queen. They both held their heads up high.
Also acceptable: **The big hound jumped down; Little Ann kept on.**

3 best evidence sentences: **6, 7, 19**

6. Give two examples from paragraph D that suggest the boy might be nervous. (inference/character trait)
1. The boy could not speak to call his dog. 2. He held his breath as Little Ann started toward him.

1 best evidence sentence for each example: **12 (or 14) 17**

7. In sentence 23, what does the word *commotion* mean? (vocabulary)

A. excitement
B. calm
C. contest
D. discussion

In sentence 22, the crowd explodes in excitement when Little Ann wins. They probably clapped and cheered. The scene is definitely not calm, so B is incorrect. The contest is over, so C is incorrect. There is no evidence for D.

**7. *Island of the Blue Dolphins*
by Scott O'Dell (Excerpt)**

A ¹That night they came back to the headland. ²I had buried what was left of my supper, but they dug it up, snarling and fighting among themselves over the scraps. ³Then they began to pace back and forth at the foot of the rock, sniffing the air, for they could smell my tracks and knew that I was somewhere near.

B ⁴For a long time I lay on the rock while they trotted around below me. ⁵The rock was high and they could not climb it, but I was still fearful. ⁶As I lay there I wondered what would happen to me if I went against the law of our tribe which forbade the making of weapons by women—if I did not think of it at all and made those things which I must have to protect myself.

C ⁷Would the four winds blow in from the four directions of the world and smother me as I made the weapons? ⁸Or would the earth tremble, as many said, and bury me beneath its falling rocks? ⁹Or, as others said, would the sea rise over the island in a terrible flood? ¹⁰Would the weapons break in my hands at the moment when

my life was in danger, which is what my father had said?

D ¹¹I thought about these things for two days and on the third night when the wild dogs returned to the rock, I made up my mind that no matter what befell me I would make the weapons. ¹²In the morning I set about it, though I felt very fearful.

1. Which of the following statements best shows the main conflict in the passage? (conflict)

A. They snarl and fight among themselves over the scraps.
B. She wonders what will happen if she goes against the laws.
C. She decides to make weapons.
D. She wonders how she will find food.

The main conflict is an inner one between the woman's knowledge of her tribe's laws and her need to survive now that they cannot protect her. This is supported by paragraphs B and D. A is a detail of the passage, not the main conflict. C does not explain the woman's inner conflict; the decision she makes is not part of the conflict, it is the resolution to the conflict. There is no evidence to support D.

2. In paragraph A, who do you think are "they"? (inference)

the wild dogs

1 best evidence sentence: **11**

Paragraph A states that *they* snarled and fought over scraps, then sniffed the air for the woman's scent. This is most likely something a wild animal would do. However, it is not until sentence 11 that *they* is identified as wild dogs.

3. The woman decides to make the weapons because she probably believes (inference)

A. defending herself is more important than her tribe's laws.

- B. she is above her tribe's laws.
C. her tribe would understand if they found out.
D. her tribe will never find out.

1 best evidence sentence: **11**

A is the best answer because the woman has decided that no matter what may happen, she will make weapons. Since this decision is made while she is being threatened by wild dogs, it is very likely that she will be making the weapons to defend herself. We know that B is incorrect because the woman is very concerned about going against her tribe's laws. There is no evidence that the woman believes her tribe would understand her decision if they knew her circumstances, so C is incorrect. There is no evidence for D.

4. Give two examples from paragraph C that explain why the woman was afraid to make weapons. (supporting detail) Accept any 2 examples:

1. The four winds would blow and smother her. 2. The earth would tremble and then bury her. 3. The island would be flooded by the sea. 4. The weapons would break in her hands.

5. Why was the woman fearful in paragraph A? (inference)

The dogs had fought over her food. They were also pacing at the foot of the rock and sniffing her scent.

2 best evidence sentences: **2, 3**

6. What does the rock provide for the woman? (setting)

The rock provides protection from the wild dogs below.

1 evidence paragraph: **B**

7. What can you tell about the tribe based on the woman's concerns? (conclusion)

- A. The tribe believes the earth is flat.
B. The tribe believes man has power over a woman's ability to make weapons.
C. The tribe is watching what the woman is doing.
D. The tribe believes in forces that respond to human misbehavior.

1 evidence paragraph: **C**

There is no evidence for choices A, B, or C.

8. What does the woman's decision tell you about her character? (character trait)

- A. She is unconcerned.
B. She is brave, but fearful.
C. She is unsure of herself.
D. She is fearless.

2 evidence sentences: **11, 12**

The woman is concerned about her fate, so A is incorrect. The woman does make a decision, so C is incorrect. Although she does take a risk by deciding to make weapons, she is not fearless, so D is incorrect.

8. **Blue Willow**
by Doris Gates (Excerpt)

A ¹"Hello buddy," he called jauntily as

Mr. Larkin rose and started toward the open door. ²“When did you move in?”

B ³It was still broad daylight and Janey had plenty of opportunity to study their visitor. ⁴And what she saw she did not like. ⁵She couldn’t decide exactly what there was about him to make her feel distrust. ⁶“It must be his eyes,” she concluded. ⁷They moved shiftily about, never seeming able to rivet themselves on any one thing for more than a second. ⁸Moreover, his attitude seemed to indicate plainly that he held the destiny of the Larkins in the hollow of his very dirty right hand. ⁹The manner with which he stalked boldly into the house and looked casually about couldn’t have made it any plainer. ¹⁰Janey had the feeling, even, that if there were anything in sight which he considered worthy of his interest it would become his on the spot. ¹¹For once, she was extremely thankful that the blue willow plate was safely out of sight.

C ¹²“Something I can do for you?” ¹³Janey could tell that Dad was indignant. ¹⁴His voice was hard and even. ¹⁵Evidently he felt exactly as she did toward this intruder.

D ¹⁶“I’ll say there is,” returned the stranger. ¹⁷“You can just hand over five dollars a month rent for this shack. ¹⁸Rent starting from the day you moved in, whenever that was.”

E ¹⁹“We’ve been here a week,” said Mr. Larkin.

F ²⁰The man narrowed his eyes for an instant while he thought rapidly. ²¹“Yeh,” he finally said, “I guess that’s about right. ²²The last time I was out this way, there wasn’t nobody here.”

G ²³Mr. Larkin, ignoring this remark, walked away to speak in low tones to his wife, who had remained at the stove, her back to the room. ²⁴Now he faced that man again and said, reaching into his pocket and drawing forth a buckskin bag:

H ²⁵“Here’s your money, and I’ll take a receipt.”

I ²⁶For just a second the man hesitated, then ²⁷“That ain’t necessary, buddy. ²⁸I’m Bounce Reyburn, everybody knows me around here.”

J ²⁹“Just the same,” said Mr. Larkin quietly, but drawing up the strings of the buckskin bag, “I’ll take a receipt from you, or you won’t take any money from me.”

K ³⁰An ugly light came into Bounce’s eyes, and Janey, catching it, felt a queer little shiver run along her spine. ³¹The glint remained for the merest instant and then Bounce shrugged and grinned, a little too broadly, Janey thought.

L ³²“O.K.,” he said, “give me a scrap of paper, somebody, and I’ll put my John Henry* on it.”

1. In sentence 7, what does the word *rivet* mean? (vocabulary)

A. find
B. stay put
 C. balance
 D. move about

The visitor’s eyes were constantly moving. They never seemed able to stay on one thing for more than a second. There is no evidence for A, C, or D.

2. From Janey’s description of the visitor in paragraph B, how do you think the visitor felt towards the family? (inference)

A. He felt friendly towards them.
 B. He felt threatened by them.
C. He felt power over them.
 D. He felt sorry for them.

3 best evidence sentences: **8, 9, 10**

C is the best answer because the passage indicates that the visitor felt he held the destiny of the Larkin’s family in his hand (8). A is incorrect

because Janey felt that even though Bounce acted friendly at first, he didn't mean it (4, 5). There is no evidence for B or D.

3. In sentence 30, what do you think is the "ugly light" Janey sees in Bounce's eyes? (inference)

The ugly light appeared in Bounce's eyes when Mr. Larkin wouldn't just hand over the money. The light could mean anger towards Mr. Larkin.

4. In sentence 29, why do you think Mr. Larkin wanted a receipt for the money? (inference)

- A. He did not trust Bounce.**
B. He always kept receipts.
C. He wanted to make Bounce angry.
D. He needed Bounce's signature.

1 best evidence sentence: 15

Mr. Larkin had never met Bounce before, and he did not know if he could trust him. Sentence 15 says that Mr. Larkin felt the same as Janey about Bounce. There is no evidence for B, C, or D.

5. What was it about the visitor's eyes that made Janey distrust him? (supporting detail)

- A. He seemed to be looking for something.
B. He squinted a lot.
C. He never looked at anything for very long.
D. He stared at her.

1 best evidence sentence: 7

6. What might have made Bounce finally agree to give Mr. Larkin a receipt? (conclusion)

- A. He planned to sign a different name.
B. He didn't really mind giving Mr. Larkin a receipt.
C. He agreed with Mr. Larkin that a receipt was important.
D. He thought that Mr. Larkin wouldn't change his mind.

1 best evidence sentence: 29

There is no evidence for A; to "put your John Henry" on something means to sign it. B and C are both contradicted by sentences 27 and 28 when Bounce says a receipt isn't necessary.

7. In sentence 11, why do you think Janey was glad that the blue willow plate was hidden? (inference)

Janey felt that Bounce would take anything of theirs that he wanted.

1 best evidence sentence: 10

9. *The Witch of Blackbird Pond* by Elizabeth George Speare (Excerpt)

A ¹"After the keen still days of September, the October sun filled the world with mellow warmth. ²Before Kit's eyes a miracle took place, for which she was totally unprepared. ³She stood in the doorway of her uncle's house and held her breath with wonder. ⁴The maple tree in front of the doorstep burned like a gigantic red torch. ⁵The oaks along the roadway glowed yellow and bronze. ⁶The fields stretched like a carpet of jewels, emerald and topaz and garnet. ⁷Everywhere she walked the color shouted and sang around her. ⁸The dried brown leaves crackled beneath her feet and gave off a delicious smoky fragrance. ⁹No one had ever told her about autumn in New England. ¹⁰The excitement of it beat in her

blood. ¹¹Every morning she woke with a new confidence and buoyancy she could not explain. ¹²In October any wonderful unexpected thing might be possible.

B ¹³“As the days grew shorter and colder, this new sense of expectancy increased and her heightened awareness seemed to give new significance to every common thing around her. ¹⁴Otherwise she might have overlooked a small scene that, once noticed, she would never entirely forget. ¹⁵Going through the shed door one morning, with her arms full of linens to spread on the grass, Kit halted, wary as always, at the sight of her uncle. ¹⁶He was standing not far from the house, looking out toward the river, his face half turned from her. ¹⁷He did not notice her. ¹⁸He simply stood, idle for one rare moment, staring at the golden fields. ¹⁹The flaming color was dimmed now. ²⁰Great masses of curled brown leaves lay tangled in the dried grass, and the branches that thrust against the graying sky were almost bare. ²¹As Kit watched, her uncle bent slowly and scooped up a handful of brown dirt from the garden patch at his feet, and stood holding it with a curious reverence, as though it were some priceless substance. ²²As it crumbled through his fingers his hand convulsed in a sudden passionate gesture. ²³Kit backed through the door and closed it softly. ²⁴She felt as though she had eavesdropped. ²⁵When she had hated and feared her uncle for so long, why did it suddenly hurt to think of that lonely defiant figure in the garden?”

1. What do you think Kit’s uncle is doing when she sees him? (supporting detail)
 - A. crying
 - B. playing
 - C. working
 - D. thinking**

1 best evidence sentence: **21**

There is no evidence for A. He stares at the handful of dirt for awhile, so both B and C are incorrect.

2. Which of the following does the author describe with a simile? (figurative language)
 - A. the sun (sentence 1)
 - B. maple tree** (sentence 4)
 - C. oak trees (sentence 5)
 - D. brown leaves (sentence 8)

In sentence 4, the author says, “The maple tree...burned like a gigantic red torch.”
3. Which of these sentences from the passage best expresses the main idea? (main idea)
 - A. “She felt as though she had eavesdropped.”
 - B. “No one had ever told her about autumn in New England.”
 - C. “In October any wonderful unexpected thing might be possible.”**
 - D. “Before Kit’s eyes a miracle took place, for which she was totally unprepared.”

Paragraph A describes Kit’s surprise and pleasure at the unexpected changes taking place her surroundings. In paragraph B, her uncle’s behavior was another unexpected event.

4. How had Kit felt about her uncle before she saw him in the garden? (reading for detail)
 - A. She had been scared of him.**
 - B. She had been jealous of him.
 - C. She had been grateful to him.
 - D. She had been worried about him.

1 best evidence sentence: **25**

Sentence 25 says that she had feared him.

5. Which of these events happens first? (sequence)

- A. Kit sees her uncle.
- B. Kit closes the shed door.
- C. Kit gathers up linens.
- D. Kit stands in the doorway of the house.**

See Sentence 3.

6. How do you think Kit felt after watching her uncle scoop up the dirt and squeeze it with a passionate gesture? (inference)

- A. She hated and feared him.
- B. She was worried about him.
- C. She felt sympathy toward him.**
- D. She wished she hadn't seen anything.

1 best evidence sentence: **25**

Sentence 25 illustrates that her feelings towards her uncle at the beginning of the passage were hate and fear. At the end of the passage, she is feeling differently. It "hurts" to think of that lonely figure, suggesting sympathy.

7. In paragraph A, which of the following is described as though it were human? (figurative language)

- A. leaves
- B. color**
- C. maple tree
- D. fields

1 best evidence sentence: **7**

In sentence 8, the leaves "crackled," and in sentence 4, the maple tree "burned." These are not human traits, so A and C are incorrect. In sentence 6, the fields were "stretched" like a carpet, but they were not doing the

stretching so D is incorrect. Sentence 7 says the color "shouted" and "sang."

8. In paragraph A, what do you think was Kit's first reaction to the changes in her surroundings? (conclusion)

- A. amazement**
- B. surprise
- C. concern
- D. fright

2 best evidence sentences: **2, 3**

Sentence 2 tells of a "miracle" for which she was "totally unprepared." Sentence 3 says she "held her breath with wonder." Both suggest amazement.

10. Charlie's House **by Clyde Robert Bulla (Excerpt)**

A ¹When he had his own farm, he would still be near the Chapmans, he thought. ²He would always help them if they needed him.

B ³Charlie came to know the neighbors. ⁴He went to barn dances with other young people. ⁵He listened to the fiddle music and watched the dancers and pretended he was dancing, too.

C ⁶When the rivers and ponds froze over, he went to moonlight skating parties. ⁷But almost every night he was at home with the Chapmans. ⁸Mistress Chapman was teaching him to read and write.

D ⁹A visitor came—a man named Oliver Greer. ¹⁰He was Master Chapman's cousin from Carolina. ¹¹He had come north on business.

E ¹²He was slim and dark, with a neat, black mustache. ¹³He dressed like a gentleman, and he seemed proud of the way he looked.

F ¹⁴He thought the Chapmans were much too good to Charlie.

G ¹⁵“That boy thinks he’s one of the family,” he said.

H ¹⁶While Master Greer was there, Charlie never ate at the table with the others.

I ¹⁷Master Greer gave him work to do, and he never called him by name. ¹⁸“Boy,” he would say, “shine my boots. ¹⁹Boy, light my pipe.”

J ²⁰“Do as he says, Charlie,” said Mistress Chapman. ²¹“It won’t be for long.”

K ²²But Master Greer stayed on and on. ²³Every night he and Master Chapman sat up, drinking and playing cards.

L ²⁴“I do wish he would go,” said Mistress Chapman. ²⁵“Sometimes I’m so afraid—”

M ²⁶There was a change in Master Chapman. ²⁷He took to staying in his room all morning. ²⁸He looked ill. ²⁹He often stumbled when he walked.

N ³⁰Master Greer had been there almost a month when Mistress Chapman called Charlie into the kitchen. ³¹She said, “Master Greer is leaving today.”

O ³²He thought she would be glad. ³³Instead she began to cry.

P ³⁴Master Chapman came in. ³⁵His face was gray, and his hands shook. ³⁶“Charlie, I must talk to you.”

Q ³⁷“Yes sir,” said Charlie.

R ³⁸“My cousin is going home,” said Master Chapman, “and you—you are going with him.”

S ³⁹Charlie heard the words, but he did not believe them. ⁴⁰He waited.

T ⁴¹“You are going with him,” Master Chapman said again. ⁴²“I lost you. ⁴³I lost you in a game of cards.”

U ⁴⁴“But you—” began Charlie.

V ⁴⁵Master Chapman turned away from him. ⁴⁶“I’m sorry.”

W ⁴⁷“I came to work for *you*,” said Charlie. ⁴⁸“You bought my bond.”

X ⁴⁹“That’s true, but Cousin Oliver won it from me. ⁵⁰The bond will be the same. ⁵¹You’ll still have your land when you’ve worked for it—only you’ll work for him instead,” Master Chapman said. ⁵²“Now go. ⁵³Cousin Oliver is waiting.”

1. Which of the following supports the idea that Master Greer thought he was better than Charlie? (inference)
A. He gave him work to do.
B. He didn’t call him by name.
C. He dressed like a gentleman.
D. He treated Charlie like family.

2 best evidence sentences: **17, 18** (19 is also acceptable)

Master Greer called him “Boy.”

2. Give an example of how Master Chapman changed. (supporting detail)
(Accept any one example below.)

He stayed in his room. He looked ill. He often stumbled.

1 best evidence sentence for each example: **27, 28, 29**

3. Which of the following caused Charlie’s having to leave? (cause/effect)
A. Master Chapman’s gambling loss.
B. Master Chapman’s kindness to Charlie.
C. Master Chapman’s ill health.
D. Master Chapman’s apology to Charlie.

2 best evidence sentences: **42, 43**

There is no evidence that choices B and D caused Charlie’s leaving. Master Chapman’s gambling resulted in his losing Charlie to Master Greer.

His illness may have been indirectly related to the outcome, but there is no definite evidence.

4. Which was a key event in the story? (key event)

A. Charlie came to know the neighbors.
 B. Charlie went moonlight skating.
C. Master Greer came to visit.
 D. Master Greer bought Charlie's bond.

1 best evidence sentence: **9**

The first two choices are details in the story. D is incorrect; he won Charlie's bond. Life changed for Charlie after Master Greer arrived.

5. Compare Charlie's life before and after Master Greer came. (compare/contrast)

Before Master Greer came, Charlie was treated much better by the family. After Master Greer arrived, Charlie was treated more like a servant.

4 best evidence paragraphs: **B, C, H, I**

6. Charlie is a bonded servant. Which of the following statements can you make based on Charlie's experience? A bonded servant (conclusion)

A. could make his or her own decisions.
B. was controlled by whoever owned his or her bond.
 C. was always considered part of the family.
 D. was always dependable.

There is no evidence for A or D. Although Charlie was treated as family at first, it didn't last, so C is incorrect. Charlie had no say over

where he was sent; he had to go with whoever owned his bond. (48, 49)

7. From the information given, which of the following is true about a bond? (reading for detail)

A. You can buy land in exchange for working.
B. You are given land after you work for it.
 C. You become a landowner right away.
 D. You remain a servant all your life.

1 best evidence sentence: **51**

Charlie would be given land once he had worked for it.

FICTION

11. Iggy by Cheryl Block

¹Iggy, my pet garter snake, is a lot of fun, but he always seems to be getting into trouble. ²I never know where I'm going to find him next. ³He has his own special bed in my room. ⁴It's a cardboard box with a towel on the bottom to keep him warm. ⁵But Iggy is always climbing out of his box to explore.

⁶Iggy likes warm places. ⁷He loves to lie beneath the window when the sun is shining. ⁸One day, he discovered the clothes dryer. ⁹Mom had just finished unloading some laundry, and the dryer was nice and warm. ¹⁰Iggy wriggled inside and went to sleep. ¹¹His pleasant nap was quickly cut short, however. ¹²Mom didn't see him curled up inside and proceeded to pile another load of clothes in the dryer and turn it on. ¹³Poor Iggy! ¹⁴He was tossed and tumbled all around. ¹⁵When Mom opened the door, Iggy quickly slithered out. ¹⁶I could hear Mom's scream clear out in the backyard. ¹⁷Iggy seemed okay after his tumble in the dryer, but I did notice that he was going around in

circles more for the next few days. ¹⁸He never did go in the dryer again.

1. What are two things that Iggy does that get him into trouble? (supporting detail)

He is always climbing out of his box. He climbed into the dryer.

2 best evidence sentences: **5, 10**

2. Why did Iggy climb inside the dryer? (inference)

Iggy likes warm places, and the dryer was still warm from the last load of laundry.

2 best evidence sentences: **6, 9**

3. In sentence 17, why do you think Iggy was going in circles more? (cause/effect)

Iggy was still feeling the effects from being tossed around in the dryer.

4. Iggy's actions show that he is (character traits)

A. shy.
B. curious.
 C. friendly.
 D. noisy.

2 best evidence sentences: **5, 8**

There is no evidence for A, C, or D. Iggy climbs out of his box to explore.

5. What happened just before Mom turned on the dryer? (sequence)
 - A. Iggy wriggled into the dryer.
 - B. Mom piled in a load of clothes.**
 - C. Iggy went to sleep.
 - D. Mom unloaded some laundry.
6. Why do you think Mom screamed when Iggy came out of the dryer? (inference)

A. She doesn't like snakes.

B. She was startled by Iggy.

C. She thought the clothes were ruined.

D. She had to redo the laundry.

1 best evidence sentence: **12**

There is no evidence for A. Mom may have thought that the clothes were soiled or needed to be redone, but that probably wouldn't cause her to scream out loud. So choices C and D seem unlikely. Choice B is the most likely because people often scream when they are surprised by something unexpected, such as a snake in the dryer. It is also supported by the fact that Mom did not see Iggy get into the dryer.

12. Caught White-Handed by Cheryl Block

A ¹Police today reported the capture of the man who has been robbing doughnut shops in the area. ²The robber would break in during the early morning hours while employees were getting ready to open shop. ³He would tie up the workers, then empty the cash register and steal a bag of freshly made doughnuts. ⁴By the time customers found the workers and called police, the robber was long gone.

B ⁵There were still two stores in the area that the robber hadn't hit. ⁶Police decided to set a trap for him. ⁷They knew he always stole a bag of powdered sugar doughnuts. ⁸Police coated several dollar bills with a special glue that left the surface slightly sticky. ⁹When the robber touched the money with his sugarcoated fingers, the sugar would stick to the bills. ¹⁰The trap was now ready.

C ¹¹Two days later, the robber struck again. ¹²Police had told store owners in the area to be on the lookout for the sugary

bills. ¹³The next day, police caught their man at a local grocery store. ¹⁴He had paid for his groceries in cash, and the clerk had noticed white spots on all the bills.

D ¹⁵As he was led away, the robber said, "My mother always said sugar was bad for you."

1. What were the white spots on the bills? (inference)

The white spots were powdered sugar from the doughnuts.

1 best evidence sentence: **9**

2. What do you think the robber meant in sentence 15 when he quoted his mother? (inference)
 - A. He was overweight from eating doughnuts.
 - B. He became a robber because he liked doughnuts.
 - C. He was unhealthy because he ate too much sugar.
 - D. He got caught because his sugar-coated fingers left white spots on the doughnuts.**

2 best evidence sentences: **3, 7**

D is the best answer because the powdered sugar on the bills tipped off the clerk. There is no evidence for A or C. The robber did like to take doughnuts, but he was also robbing the shops for the money, so B is incorrect.

3. The police coated the money with glue so (cause/effect)
 - A. the bills would stick to the robber's fingers.
 - B. the robber would leave sugar on the bills.**
 - C. the robber would leave his fingerprints.

D. the robber wouldn't be able to pick up the bills.

1 best evidence sentence: **9**

There is no evidence for A or D. The police did not expect to get fingerprints on the bills, so C is incorrect. Since police knew the robber liked to eat powdered sugar doughnuts, they hoped some of the sugar would be left on the bills after he touched the money.

4. From the time they set up the trap, how long did it take the police to capture the robber? (sequence)

Three days. He struck two days after the trap was ready, and they caught him the next day.

2 best evidence sentences: **11, 13**

5. Which moral is best supported by the story? (theme)

A. Crime doesn't pay.

- B. Life is short; eat dessert first.
- C. Life is full of sticky situations.
- D. Doughnuts are bad for you.

2 best evidence paragraphs: **C, D**

There is no evidence for B or D. You might make a case for C, but there's no evidence to support that life is full of sticky situations.

6. What did the thief do to make sure he wasn't caught while robbing? (reading for details)

He broke in before the store opened and tied up the employees.

2 best evidence sentences: **2, 3**

13. Letter from the Mother Lode by Carrie Beckwith

December 5, 1849

Dearest Lillian,

A ¹I have finally arrived in Gold Country after nearly eight months of sailing, three of which were spent on land in South America during poor weather. ²I am now living in a makeshift tent in Sacramento along a vein of quartz known as the Mother Lode. ³The gold is rich here, and I am finding almost \$20 worth every day! ⁴However, food and clothing are unreasonably high—nearly \$10 for a dozen eggs and \$40 for a shirt! ⁵For some men, the costs are enough to break them, and they have gone home penniless. ⁶For more successful miners, these costs are only a drop in the bucket.

B ⁷I work every day but Sunday, from sunup to sundown. ⁸Three of us sit by the river with what is called a cradle, a wooden box that is set on rockers. ⁹On top of the box lies a tray with wooden slats. ¹⁰One man shovels gravel from the river bed into the tray and another pours water over the gravel. ¹¹The large rocks are caught in the tray, and the rest flows down to the cradle. ¹²It is my job to then shake the cradle until the dirt has washed away, and all that is left is the precious gold. ¹³We do this all day, and it is exhausting.

C ¹⁴When we are not working, we are playing cards or chess. ¹⁵Other men prefer the fights—boxing, wrestling, even animal fights. ¹⁶They are bloody, horrible things to watch, but it is wild here and so too are the games.

D ¹⁷I hope it will not be long before I can afford to send for you and little Joe. ¹⁸I look forward to seeing you again.

All my love,

Daniel

1. Give two examples of some of the hardships Daniel is *now* experiencing. (supporting details)

(Accept any two of the following.)

Daniel is living in a tent. His food and clothing are very expensive. He works six days a week. His work is tiring.

1 best evidence sentence for each example given: **2, 4, 7, or 13**

2. In paragraph B, what happens just after the men have put the gravel and water into the tray? (sequence)

The large rocks are caught in the tray.

3. What has caused some miners to go home penniless? (cause/effect)

The cost of food and clothing has caused some miners to go home penniless.

1 best evidence sentence: **5**

4. In what region of the country is Daniel living? (map reading)

A. North
B. Midwest
C. South
D. West

Daniel is living in California on the West coast of the United States.

5. During what period in American history is the writer of the letter living? (conclusion)

A. The Revolutionary War
B. The Civil War
C. The Gold Rush
D. The Dust Bowl

3 best evidence sentences from paragraph A: **1, 2, 3**

Daniel is in the California Mother Lode, looking for gold. The date of the letter supports the conclusion that this is the California Gold Rush of 1849.

6. What can you say about Daniel? (generalization/character traits)
- A. He is rich.
 - B. He is bored.
 - C. He is frightened.
 - D. He is hard working.**

3 best evidence sentences: 7, 12, 13

D is the best answer as illustrated by the difficulties of the work described in paragraph B. Although Daniel is finding gold every day, the cost of living is high and he cannot yet afford to send for his wife and child, so A is incorrect. There is no indication that Daniel is bored, so B is incorrect. There is no evidence to indicate Daniel is frightened, so C is incorrect.

7. In sentence 6, what does the phrase “a drop in the bucket” mean? (figurative language)

“A drop in the bucket” is something that it is so small that it may seem like only one drop of water in a bucket.

Metaphorically speaking, the bucket is the amount of money a successful miner has, and the drop is the amount of money it costs him in order to live. The word “only” helps define the phrase.

14. Bad Reputation by David White

- A** ¹“My name is Wolf, and I’ve been given a bad name. ²I hope that when I am finished speaking to you today, you will see my side of the story.
- B** ³“First off, Little Red Riding Hood and

her grandmother are alive and well. ⁴In fact, they’re living in Australia right now.

⁵They said they couldn’t stand the cold and wanted to live in a warmer climate.

⁶They also said they were tired of sneezing. ⁷They had developed severe allergies from all those leaves. ⁸Why they stayed in the forest for so long I don’t know, but they have a nice little hut in the Outback now. ⁹They love it—not a tree for miles.

C ¹⁰“Secondly, that girl was a spoiled child. ¹¹Her grandmother gave her everything she wanted. ¹²Sure, she was bringing food to ‘dear old Granny.’ ¹³But what did Little Miss Riding Hood expect in return? ¹⁴I’ll tell you—she wanted a new set of clothes. ¹⁵She was tired of the red outfit. ¹⁶When I talked to her in the woods that day, she said she hoped her grandmother would have a nice new green outfit all ready for her. ¹⁷The last time she visited, she brought a few small cakes and left with a big shiny bracelet. ¹⁸She does nothing ‘just because.’

D ¹⁹“OK, let’s get another thing straight—I’m not exactly big. ²⁰I’m not even four feet tall. ²¹People just say that I’m big because they think I was a bully to an innocent girl. ²²I’m just an ordinary animal trying to get by on what nature allows me. ²³I don’t eat people, I don’t wear women’s clothing, I don’t even talk to people that often.

E ²⁴“Let me pause here. ²⁵Does anyone have any questions?

F ²⁶“Yes, I know it looks like I did all those terrible things, but that’s because you’re reading that from a book, aren’t you? ²⁷And who published that book? ²⁸It wasn’t Wolves and Coyotes Press, now was it? ²⁹You people are all alike. ³⁰You always take the people’s point of view.

G ³¹“All I ask is that you compare what you’ve been told all these years with what I’ve said today. ³²Make up your own

minds. ³³After all, those stories say I'm dead. ³⁴But I'm here talking to you now. ³⁵Isn't that enough to make you start to doubt?"

1. Which of these statements best describes the main idea of the story? (main idea)

A. Wolf questions facts.
B. Wolf wants revenge.
C. Wolf makes his case.
D. Wolf pleads for mercy.

1 best evidence sentence: **2**

There is no evidence for B. Wolf does not plead for mercy, so D is incorrect. Wolf *does* question the facts, but he also urges his audience to see him in a different light; this makes C a better choice than A.

2. Which of these conclusions is best supported? (conclusion)
A. Wolf wants people to believe him.

B. Wolf wants people to dislike Grandmother.
C. Wolf wants to see his own book published.
D. Wolf wants to see Little Red Riding Hood again.

1 best evidence sentence: **2**

There is no evidence for B, C, or D.

3. Give three examples of how Wolf tries to restore his good name. (supporting detail)

1. He argues that he didn't harm Little Red Riding Hood.
2. He tells us that he isn't really big.
3. He says he doesn't eat people.

3 best evidence sentences: **3, 19** (or **20**), **23**

4. Whose viewpoint is Wolf trying to change? (point of view)

A. his own
B. Little Red Riding Hood's
C. Grandma's
D. the public's

2 best evidence paragraphs: **A, G**

Wolf is not trying to change his own mind, so A is incorrect. In paragraph B, he says that Little Red Riding Hood and her grandmother are in Australia. It is clear in the passage that Wolf is talking to an audience who is there with him, so B and C are incorrect.

5. In Sentence 18, Wolf says of Little Red Riding Hood, "She does nothing 'just because.'" Explain what this means. (figurative language)

She brings food to her grandmother but expects something in return. She doesn't bring food without reason.

1 evidence paragraph: **C**

6. Why did Little Red Riding Hood and her grandmother leave the forest? (cause/effect)

They became allergic to the leaves on the trees and wanted to go somewhere where it was warm.

2 best evidence sentences: **5, 7**

7. Which of these words best describes what Wolf thinks he is? (inference)

A. heroic
B. forgotten
C. unrewarded
D. misunderstood

2 best evidence paragraphs: **A, G**

He wants to present his side.

15. A Shot at Problem Solving by David White

¹“Catalina, leave your shoes here!” my brother called as he stopped dribbling the basketball.

²I was putting my sneakers back on so I could go home and fix dinner. ³“Mom will be home soon,” I said. ⁴Sitting on the grass barefoot was OK, but I wasn’t going home that way, not in this heat.

⁵“But we’re using your shoes as the boundary line,” my brother said, wiping his forehead with his shirt. ⁶It was so hot that my brother and his friend kept stopping to wipe the sweat from their heads and hands.

⁷“You can use a big rock or something else instead,” I said. ⁸“You’ll figure it out.”

⁹Mom encouraged us to solve our own problems. ¹⁰So it didn’t surprise me that when my brother asked for a basketball hoop, she told him to invent his own.

¹¹That’s right—a basketball hoop.

¹²See, Jose (that’s my brother) and his friend Tyrone had found this old ball and then wanted their own hoop. ¹³In a flash of brilliance, Jose had said, “What about that plastic trash can in the garage?” ¹⁴Mom had then carved out the bottom and used wire to hang the can from a telephone pole down the street. ¹⁵She had a big smile on her face the whole time.

¹⁶Today, they were playing Make It–Take It, this game where you get to keep control of the ball as long as you keep scoring. ¹⁷Each basket was a point. ¹⁸Jose was ahead 32–26. ¹⁹The first player to score 50 won the game.

²⁰I headed home. ²¹An hour later, Jose came home—with Tyrone and another boy.

²²“Can Tyrone and Masako stay for dinner?” Jose asked, grinning.

²³“They can if you all wash up first,” Mom said. ²⁴“Jose, let them go first.”

²⁵As the two others headed off, Mom said, “Jose, have I seen Masako before?”

²⁶“No, Mom. ²⁷We said he could play if he gave us an out-of-bounds line. ²⁸So he took off his belt and we used that.”

²⁹“You made him play in jeans that were falling down?” Mom said, laughing.

³⁰“Well, they weren’t that loose,” he said with a smile. ³¹“Besides, we couldn’t let him win the first time. ³²He’s good!”

1. Who was winning when Catalina left? (reading for detail)

A. Jose
B. Tyrone
C. Masako
D. Catalina

1 best evidence sentence: **18**

2. Give one reason why Masako took off his belt. (cause/effect)

(Accept either) **Masako took off his belt so the boys could use it as a boundary line. He also took it off because he wanted to play.**

1 best evidence sentence: **27** (or **28**)

3. Why do you think Mom was smiling, as described in Sentence 15? (inference)

She was proud of her son’s problem-solving skill.

1 best evidence sentence: **9**

4. Which two details support the idea that it was a hot day? (supporting detail)

Catalina said she wasn’t going home barefoot in the heat. Both boys wiped the sweat from their heads and hands.

2 best evidence sentences: **4, 6**

5. If the boys hadn’t wiped the sweat

from their hands during the game, how would that have affected their ability to play basketball? (conclusion)
(Accept any reasonable answer.)

The basketball might have slipped out of their hands and they wouldn't have been able to play as well.

6. Show two ways in which Jose demonstrates his problem-solving skills. (supporting detail)

He uses a trash can for a basketball hoop. He also uses his sister's shoes and Masako's belt for a boundary line.

2 best evidence sentences: **13, 5** (or **28**)

7. According to the game description in sentence 16, what would happen if Jose missed a shot, Tyrone got the ball, and then Tyrone put the ball through the hoop? (conclusion)

Tyrone would get to keep control of the ball until he missed.

16. Capsized! by Cheryl Block

A ¹Fusako kept checking her helmet and life vest to make sure they were tight. ²It was her first time white-water rafting. ³Even though it was a cold day, her hands were sweating. ⁴The guide gave them instructions on handling the raft. ⁵Then they all climbed aboard and slid the raft into the water. ⁶The water was calm at first, but the raft soon began to pick up speed as the currents* became stronger.

B ⁷As they rounded a bend, she saw them. ⁸Rapids! ⁹The swirling waves looked like a pot of boiling water. ¹⁰She felt her stomach churning the same way. ¹¹She took a deep breath and dug in her paddle as they plunged into the rapids.

C ¹²The raft rode up and down the waves like a roller coaster. ¹³Each time the waves lifted it a little higher out of the water until it was nearly upright. ¹⁴Fusako felt exhilarated. ¹⁵This was better than any ride at the amusement park. ¹⁶As the raft started to rise again, it suddenly slammed down hard and hit a large rock, making the boat flip over. ¹⁷Fusako was thrown into the rushing water. ¹⁸She was carried along, bobbing up and down like a cork. ¹⁹Waves threw her against rocks and logs. ²⁰Thank goodness she was wearing a helmet and life vest! ²¹Finally she came to a section of river where the water was calm. ²²Bruised and exhausted, she climbed onto the shore.

*current: water flowing in a definite direction

1. Which of the following sentences from the story best supports the idea that Fusako is nervous? (inference/ character trait)
 - A. It was Fusako's first time white-water rafting.
 - B. The guide gave them instructions on handling the boat.
 - C. **Even though it was a cold day, her hands were sweating.**
 - D. She took a deep breath and dug in her oar as they plunged into the rapids.

Sweating hands are often an indication of nervousness, so C is the best answer. There is no evidence for B. Both A and D might indicate that Fusako was nervous, but she could also be excited or eager; there is no evidence to clearly support one feeling.

2. In paragraph C, how does the narrator describe the raft ride? (figurative language/simile)

She compares the raft ride to a roller coaster.

1 best evidence sentence: **12**

3. The raft flipped over because it (cause/effect)

- A. was gradually filling with water.
- B. rose up too high in the water.
- C. slammed down against a rock.**
- D. was overloaded.

1 best evidence sentence: **16**

There is no evidence for A or D. B is incorrect; the raft was only starting to rise.

4. In sentence 14, what does the word *exhilarated* mean? (vocabulary)

- A. joyful**
- B. frightened
- C. timid
- D. unhappy

Since the raft is lifting out of the water, B seems possible. However, in sentence 15 Fusako thinks the ride is *better* than a roller coaster, so she must be enjoying it.

5. Choose the two sentences that best show how the author builds tension in the story. (key events)

- A. As they rounded the bend she saw them.**
- B. Fusako felt exhilarated.
- C. Fusako was thrown into the rushing water.**
- D. Then they all climbed aboard and slid the raft into the water.

Both A and C are setting the reader up for more action. Neither B nor D really indicate that something exciting is about to happen.

6. How did the helmet and life vest help Fusako? (conclusion)

The life vest kept her afloat until she reached calm water. The vest and helmet protected her as she banged against the rocks.

2 best evidence sentences: **18, 19**

7. In paragraph B, what one thing does the author compare to both Fusako's stomach and the rapids? (figurative language)

a pot of boiling water

8. Which two of the following sentences support the idea that you can be hurt while white-water rafting? (supporting details)

- A. The raft rode up and down the waves like a roller coaster.
- B. The swirling waves looked like a pot of boiling water.
- C. Thank goodness she was wearing a helmet and life vest!**
- D. Waves threw her against rocks and logs.**

A and B indicate that the ride was rough, but do not indicate actual injury to passengers. C emphasizes that protective gear is needed. D gives an example of how she was hurt.

17. A Uniform Approach by Carrie Beckwith

A ¹⁴“Having to wear school uniforms violates my right as an individual to express myself,” fourteen-year-old Maya argued from her seat in the cafeteria. ²⁴“I attend a public school, and I don't think anyone should be able to tell me what to wear.”

B ³⁴“Yes, Maya, but we've had *four* gang-related fights on campus because someone was wearing the 'wrong' color. ⁴We need to make our school safe. ⁵Not to mention the

fact that it's hard for kids whose parents can't afford to buy them a closetful of nice clothes," Juan said.

C ⁶The group of Compton Middle School students had gathered to discuss a solution to the problem of lunchtime fights on campus. ⁷Some students thought school uniforms were the answer. ⁸Others, like Maya, disagreed.

D ⁹"But where do we draw the line, Juan? ¹⁰First you take away the right to wear what we want. ¹¹Next, you'll be telling us what we can and cannot read or say!"

E ¹²"Who's to say wearing uniforms is going to stop fights?" a usually quiet boy asked from the back of the room.

F ¹³"Yeah! How is a uniform going to end that?" Maya added.

G ¹⁴"It may not, Maya. ¹⁵But I think it's worth trying." ¹⁶The school's student body president turned to his classmates.

¹⁷"What if we wore school uniforms on a trial basis? ¹⁸If it ends fighting on campus, we'll wear school uniforms. ¹⁹If not, we'll meet again and work out another solution. ²⁰How does that sound?"

H ²¹Vi spoke up quickly. ²²"That sounds like a great idea, Adam. ²³We could try it out for a year and see how it works."

²⁴Nods of approval could be seen throughout the cafeteria. ²⁵Maya saw the positive response from her classmates.

I ²⁶"Wearing uniforms helped end fights at Central Elementary School and East Town High School, Maya," another boy added.

J ²⁷"All right, we can give it a try," Maya finally accepted. ²⁸"But don't expect me to wear plaid pants!" she finished with a grin. ²⁹Laughter broke the tension of the room. ³⁰A show of hands made the decision final: School uniforms would be worn on a trial basis for a year.

1. Give two reasons from paragraph B that support the argument for wearing school uniforms. (supporting details)

1. Uniforms may stop gang-related fights.

2. Some parents can't afford to buy their kids lots of nice clothing.

2 best evidence sentences: **3, 5**

2. What does the comment the boy made in sentence 12 suggest? (inference)

A. He is for school uniforms.

B. He doesn't agree that every school needs rules.

C. He is unconvinced that school uniforms are the solution.

D. He doesn't understand the argument.

C is the best answer because the question reveals that the boy is not convinced that school uniforms will stop fights. A is incorrect because he doubts whether school uniforms will stop fights. D is incorrect because he seems to understand the argument—his comment is relevant to the debate. There is no evidence for B.

3. What is the main conflict in the passage? (conflict)

Students disagree over whether to wear school uniforms.

2 best evidence sentences: **7, 8**

4. Which of the following traits best describes Maya? (character traits)

A. outspoken

B. shy

C. agreeable

D. confused

2 best evidence paragraphs: **A, D, F, or J** (accept any two)

A is correct because Maya speaks more than any of the other students, as evidenced by paragraphs A and D. B is incorrect because Maya speaks up and asserts herself. Maya does agree to try school uniforms for a year, but one instance of agreeing does not make an agreeable trait; therefore, C is not the best answer. There is no evidence for D.

5. What caused students to call the meeting? (cause/effect)

Students called the meeting to discuss a solution to the problem of lunchtime fights.

1 best evidence sentence: 6

6. Which of the following quotes from the passage is a fact? (fact/opinion)
- A. "That sounds like a great idea, Adam."
 - B. "We've had four gang-related fights on campus."**
 - C. "I don't think anyone should be able to tell me what to wear."
 - D. "Next, they may be telling us what we can and cannot read or say!"

B is correct because it is not a value statement, and it has been proven. A and D are incorrect because they are based on assumptions that have not been proven. C is incorrect because it is a value judgment.

7. What do you predict will happen to the campus as a result of wearing school uniforms? (predict outcome)

On-campus fighting will probably go down as it did at the other schools, especially since the fighting was related to dress.

2 best evidence sentences: 3, 26

18. The Bear and the Bees: A Fable by David White

A ¹In the forest there lived a big bear. ²The bear was often hungry but didn't want to work for his food. ³"So much is available, why should I waste my energy?" the bear would say to any animal that listened.

B ⁴The other animals were careful to guard their food as best they could, but the bear always seemed to find a way to discover where their food was hidden.

⁵Since the bear was bigger than all the other animals in the forest, the bear got his way.

C ⁶Not even the bees were free from the bear. ⁷They learned the hard way that the place to build their hive was high up in a tall, thin tree that the bear couldn't climb.

⁸The bees worked hard all summer long, taking nectar from flowers and making honey so they would have something to eat in the winter. ⁹The bear, meanwhile, did nothing to prepare for winter.

D ¹⁰As the days grew shorter and colder, the bees enjoyed their honey and didn't worry about running out. ¹¹Many other animals, such as the squirrels and the ants, had stored food as well. ¹²Taking a tip from the bees, the squirrels and ants had stored their food in tall, thin trees.

¹³Other animals had moved away. ¹⁴It seemed that the bear was on his own.

E ¹⁵Time went by, and the bear grew hungry. ¹⁶He followed some bees to their home tree one day and tried and tried to climb to the top of the tree. ¹⁷But he was too tired and weak from not eating to go more than a few feet up. ¹⁸Seeing this, the bees buzzed with laughter.

F ¹⁹"Please, share some of your food with me," the bear groaned. ²⁰"It's mighty cold out here, and I have nothing to eat. ²¹I've tried hibernating, but I just can't stay asleep."

G ²²“You should have thought of that in the summer,” an angry squirrel chattered in reply. ²³“You depended on stealing our food then. ²⁴You can’t get it now. ²⁵No nuts for you!”

H ²⁶Knowing he was beaten, the bear hung his head and walked sadly out of the forest. ²⁷The bees, squirrels, and ants felt not a bit sorry for him.

²⁸Moral: Cheaters get what they deserve.

1. What is the main conflict in the story? (conflict)

- A. The bear can’t stay asleep.
- B. The bees won’t share their food with the squirrels.
- C. The bees argue over where to hide their food.
- D. The other animals object to the bear stealing their food.**

1 best evidence sentence: 4

A is not a conflict. There is no evidence for B or C.

2. Why did the bees laugh at the bear? (inference)

- A. He was cold.
- B. He was hungry.
- C. He was asking them for food.
- D. He was too weak to climb the tree.**

2 best evidence sentences: 17, 18

3. Which of these sentences is an opinion? (fact/opinion)

- A. The bear was often hungry but didn’t want to work for his food.
- B. Not even the bees were free from the bear.
- C. “You should have thought of that in the summer.”**
- D. “No nuts for you!”

A and B are facts. D is a statement of

fact, not an opinion of the squirrel. C is something that a character (in this case the squirrels) thinks, feels, or believes and is, therefore, an opinion.

4. In the last half of the story, the author uses sounds to describe the animals’ speech. Below, fill in the word used to describe the sound made by each animal. (figurative language)

bear **groaned** (19)
bees **buzzed** (18)
squirrel **chattered** (22)

5. Tell how the bear’s attitude is different from the bees’ attitude. (compare/contrast)

The bear was lazy and didn’t prepare for winter. The bees worked hard so they would have food in the winter.

4 best evidence sentences: 2, 3, 9 (bear), 8 (bees)

6. Based on what you know about the bees, ants, and squirrels, what do you think they might say if the bear came back a week later and asked for food? (prediction)

Possible answer: **They probably would not give him any food because they would still be angry at him for taking their food. They had refused to give him food once already.**

1 best evidence sentence: 27

7. How does the story support the moral? (theme/supporting details)

The bear cheated by stealing food from other animals. In the end, he had made enemies with the other animals, and they were not willing to help him.

3 best evidence paragraphs: **B, G, H**

19. My First Alien Sighting by Cheryl Block

A ¹Carlos and I had been planning this campout all summer. ²We didn't want to sleep in a tent in the fenced back yard, as Mom would have preferred. ³We wanted "real" camping. ⁴Mom finally agreed to let us spend the night in the woods behind our yard. ⁵We were only a few yards from the house, but to us it seemed like another country.

B ⁶We set up the tent and rolled out our sleeping bags. ⁷Mom had packed us sandwiches for dinner. ⁸It was getting dark, so we turned on the lantern. ⁹We told stories and joked around for awhile, then we went to bed. ¹⁰We left the lantern outside and turned on, just in case there were any wild animals around.

C ¹¹I don't know how late it was when I was awakened by someone talking in a high, squeaky voice. ¹²I figured some of the guys were trying to scare us, so I woke up Carlos. ¹³We decided to crawl out the back of the tent and surprise them.

D ¹⁴As we came around the tent, we both got a shock. ¹⁵A small, glowing green creature was standing next to the lantern. ¹⁶All eight arms were waving and pointing wildly as he carried on in that high-pitched voice. ¹⁷He seemed to be upset that the lantern wasn't responding. ¹⁸Grabbing it, he shook the lantern.

E ¹⁹He wouldn't have seen us if Carlos hadn't sneezed. ²⁰The alien creature slowly turned and stared directly at us. ²¹The green glow came from a green globe attached to the end of his nose (or what we thought was his nose). ²²But we didn't have time to get a good look at him. ²³Whirling around, he squealed and disappeared into the trees, leaving a glowing green trail behind him.

F ²⁴Carlos wanted to follow him, but I wasn't so sure it was a good idea. ²⁵As we were arguing about it, we heard a roar and looked up just in time to see a shining silver disk rise from the woods into the dark sky. ²⁶It was gone in a flash. ²⁷Carlos and I ducked into the tent and hid in our sleeping bags until morning. ²⁸When we got up, there was no sign of the little creature or his slimy trail. ²⁹Luckily, Mom didn't notice the glowing green spots that had baked onto the lantern.

1. Why do you think Mom preferred that the boys sleep in the back yard? (inference)

She probably thought the back yard was safer.

1 best evidence sentence: **10**

Sentence 10 mentions the possibility of wild animals.

2. In sentence 5, what did the narrator mean when he said "it seemed like another country"? (figurative language)

Being in the woods made it seem like they were far away from home.

2 best evidence sentences: **2, 4**

3. Why did the boys think that some of their friends were outside? (inference)

It sounded like someone was talking in a high, squeaky voice.

1 best evidence sentence: **11**

They thought their friends were playing a trick on them.

4. What do you think happened to the little green creature? (predict outcome)

A. He took off in the shining disk.

- B. He went back to his home in the woods.
- C. He was eaten by a wild animal.
- D. He disappeared without leaving a trace.

1 best evidence sentence: **25**

There is no evidence in the story for B or C. D seems possible, but it is contradicted by the glowing trail in sentence 23 and the spots in sentence 29. Therefore, A is most likely since the disk appeared shortly after the alien left the campsite.

5. What probably caused the alien to disappear into the trees? (cause/effect)
- A. He heard an animal in the woods.
 - B. He was startled by the boys.**
 - C. The lantern wouldn't respond.
 - D. It was getting late.

3 best evidence sentences: **19, 20, 23**

There is no evidence for choices A, B, or C. When Carlos sneezed, the alien turned to look at the boys and then disappeared.

6. How do you think the green spots got on the lantern in sentence 29? (cause/effect)

The green spots probably got on the lantern when the alien shook it.

2 best evidence sentences: **18, 23**

The green glowing spots may have been baked on by the lantern's heat.

20. Farm Girl by Margaret Hockett

- A** ¹Step, slosh, step, slosh. ²Gloria cautiously placed one foot in front of the other, just like Papa showed her, her left arm outstretched to balance her burden. ³At 15 pounds, the pail of life-giving liquid weighed nearly a fifth of her own weight.
- B** ⁴She had left her father 20 yards

behind, where he was transferring the big sucking machine from Betsy to Moovystar. ⁵The end of the barn was still a good thirty yards away. ⁶There she would steel herself for the effort of pouring out her pail in the milkhouse. ⁷She knew she would struggle to raise the pail high enough, without spilling a drop, to empty it into the bulk tank, its opening just above the level of her shoulders. ⁸She paused to catch her breath and wipe off the sweat that trickled down her neck. ⁹It was hard work for a girl of her age.

C ¹⁰Even so, she looked protectively at the farm product in the bucket at her side. ¹¹She knew every drop was precious, and would become money used to buy any of the food they did not grow themselves, any clothes they did not make at home. ¹²Each drop would also help her older brother finish college; eventually, it would allow her, too, to go to college.

1. What sentence from paragraph B suggests that the pail contains milk? (conclusion)

Sentence **6** (**7** acceptable for those familiar with a dairy)

Sentence 6 says that she is going to the milkhouse to dump her pail. (If students are familiar with a dairy, sentence 7 may be their best clue because a bulk tank is used to store milk.)

2. Choose the two best answers to complete the following sentence: Gloria most likely felt that her work was (inference)

- A. hard but worth the effort.**
- B. a necessary thing.**
- C. something to do for fun.
- D. a waste of time.

2 best evidence paragraphs: **A, B**

There is no evidence for choice C.

Paragraph B demonstrates the difficulty of Gloria's chore, and sentence 11 shows that the work is necessary for the family's living. Therefore, choices A and B are correct, and choice D is incorrect.

3. Which of these actions was completed within the story? (sequence)
- A. carrying the pail to the end of the barn
 - B. entering the milkhouse
 - C. dumping the milk in the bulk tank
 - D. carrying the milk twenty yards**

1 best evidence sentence: 4

From sentence 5, we know Gloria has not reached the end of the barn; there is evidence only that she stops after leaving her father 20 yards behind (4).

4. You can conclude that Gloria is probably (conclusion)
- A. a preschooler.
 - B. a preteenager.**
 - C. a high school senior.
 - D. a college freshman.

1 best evidence sentence: 3

Since the 15-pound pail is a fifth of her weight, she weighs about 75 pounds; it is therefore unlikely that she is a high school senior or college freshman. On the other hand, most preschoolers would not be able to carry a 15-pound pail of liquid through the barn, not to mention lifting it above the shoulders, without spilling it.

5. The contents of the bulk tank most likely will be (predict outcome)
- A. fed to farm animals.
 - B. donated to the homeless.
 - C. sold for money.**
 - D. fed to the family.

1 best evidence sentence: 11

They are in the dairy business.

6. Why did Gloria walk so carefully? (inference)

A. to protect the product she carries

- B. to keep herself from getting hurt
- C. so her father wouldn't criticize
- D. so her walk would take longer

1 best evidence paragraph: C

Paragraph C describes the value of the contents of the pail, explaining *why* Gloria is careful.

7. As used in sentence 6, the word *steel* most likely means (vocabulary)

A. strengthen

- B. remind
- C. sneak away
- D. cover with a metal

B could be possible, but the evidence for A is much stronger. We can tell that Gloria will need strength (A) because she will lift the heavy pail. We can tell that she feels her task is important to the family (paragraph C), so she would not sneak away (choice C) without performing her chore. D makes no sense in context; there is no reason she would cover *herself* with metal.

21. Riddle Time by Margaret Hockett

A ¹Greg and Nan enjoy making up games. ²Yesterday, they played DescriptoPict, in which one would draw an object and the other would guess it.

³Today, they were playing DescriptoRhyme. ⁴It was Nan's turn.

B ⁵"It's often wide but very long; it's hard to see the end. ⁶It can be curved, but sometimes straight; it often needs a mend.

⁷Sometimes it comes, sometimes it goes; it crosses many others. ⁸Use it on vacation or go home to see your mother.”

C ⁹Greg took only a minute to recognize what she was describing.

D ¹⁰“It’s the road!” he shouted.

E ¹¹“Right! ¹²Now you have to try your hand at it,” Nan said, eager to guess his riddle.

F ¹³It took Greg a few minutes because, of course, he had to plan it so it would rhyme. ¹⁴Finally, he started:

G ¹⁵“It carries several members; all end in something hard. ¹⁶It hangs around in all the joints and sometimes in the yard. ¹⁷A tool you use in many ways, you raise it for attention; it should be easy now to guess—it’s something you just mentioned!”

H ¹⁸Nan was stumped at first. ¹⁹She racked her brain thinking of different parts of her “road” riddle. ²⁰A road is hard, but what are the joints? ²¹The road crossings? ²²No—you raise it for attention. ²³Road workers raise flags...but she never mentioned those. ²⁴She gazed at her fingers as they drummed on the table.

²⁵Fingers...are attached with joints...to hands...which are raised for attention...

I ²⁶“I’ve got it!” she exclaimed.

1. What clue probably gave Nan the answer to Greg’s riddle? (cause/effect)

Looking at her fingers made her think of the answer.

3 best evidence sentences: **24, 25, 26**

2. Which of the following are rules of the game Greg and Nan were playing? (Choose all that apply.) You have to (conclusion)

- A. describe an object.**
- B. draw an object.
- C. make the clues rhyme.**
- D. use at least 5 sentences.

3 best evidence paragraphs: **B, F, G**

3. What is the answer to Greg’s riddle? (reading for detail)

a hand

List 2 evidence sentences in which Nan mentions the answer to Greg’s riddle. **12, 25**

4. Which one of the following is NOT referred to in Greg’s rhyme? (Hint: some of these are referred to by other names.) (reading for detail)

- A. fingernails
- B. joints
- C. bones**
- D. hand

Fingernails were referred to as “something hard” in sentence 15. Joints are referred to by name in sentence 16. A hand is referred to by the word “it” in sentences 15–17, and by the word “tool” in sentence 17.

5. In general, Nan and Greg (generalization)

- A. try to outdo each other.
- B. make up and play games.**
- C. play DescriptoRhyme.
- D. draw objects for each other.

B is the best answer because sentence 1 states that they enjoy making up games. There is no evidence for choice A. Though they have played DescriptoRhyme and also DescriptoPict, there is no evidence they have played those particular games before or will again. Therefore, choices C and D are incorrect.

6. If Nan and Greg made up a game called DescriptoSong, what would the players have to do? (prediction)

They would have to make up a song to describe something.

1 best evidence sentence from paragraph A: **2**

We can tell by the names of their games that the first part tells that they must *describe* something and the last part tells *how* they must describe it. For example, in DescriptoPict, they draw pictures. In DescriptoRhyme, they make rhymes. Therefore, one can predict that, if they made a game called DescriptoSong, they would have to sing their descriptions.

7. In sentence 18, “Nan was stumped” meant that Nan (figurative language)

- A. needed to make a choice.
- B. was sitting on a tree.
- C. had stubbed her toe.

D. couldn’t think of an answer.

There is no evidence for choices B or C. Nan did need to make a choice, but sentence 18 includes the words “stumped *at first*” so choice A makes no sense. We can tell by paragraph I that Nan couldn’t think of the answer at first; she was thinking how her road riddle might contain the answer and couldn’t make anything fit. Therefore, choice D is correct.

8. Number the following according to the order given in the passage. (sequence)

- 5** Nan wonders about Greg’s riddle.
- 2** Greg guesses “the road.”
- 4** Greg describes a hand.
- 1** Nan gives a description.
- 3** Greg thinks about his riddle.

**22. Pet Overpopulation
by Carrie Beckwith**

Dear Editor:

A ¹Dog and cat overpopulation is a serious problem. ²Most people don’t realize that every day in the United States, almost 100,000 puppies and kittens are born. ³Compare this to the 11,000 humans that are born each day. ⁴As you can see, there simply aren’t enough homes for them all.

B ⁵An easy way to lessen the problem of pet overpopulation is to have your pets spayed or neutered, or “fixed.” ⁶Spaying or neutering an animal is a simple surgery that prevents your pet from having a litter of kittens or puppies. (⁷Females are spayed and males are neutered.)

C ⁸I know some people argue that fixing a pet is dangerous to the animal. ⁹They believe that it shortens the animal’s life and causes health problems. ¹⁰They also worry that the surgery itself is too risky. ¹¹However, studies have shown that animals who are fixed live just as long and are just as healthy as animals who have not been fixed. ¹²There will always be some risk with surgery, but fixing a pet is a fairly simple operation. ¹³The real risk is *not* spaying or neutering your animal and having to find homes for 6 to 8 new puppies or kittens!

D ¹⁴If you still haven’t been convinced to have your pets spayed or neutered, imagine this: You purchase a cat at the pet store. ¹⁵Your new cat, Fluffy, has a litter of 6 kittens. ¹⁶If each of those 6 kittens has 6 kittens, there will be 36 new kittens. ¹⁷If those 36 kittens each have 6 kittens, there will be 216 new kittens! ¹⁸Female cats as young as 6 months of age can give birth to kittens. ¹⁹That means that after only a year and a half, Fluffy could have 258 offspring! ²⁰As you can see,

the problem can get out of hand very quickly.

E ²¹So become a solution to the problem of pet overpopulation—spay or neuter your animal friends!

Sincerely,
A concerned
member of the
community

1. What is the writer trying to convince you to do? (author's purpose)

The author is trying to convince you to spay or neuter your pet.

2 best evidence sentences: **14, 21**

2. Using paragraph A, give the numbers of the two sentences that best support why the author believes you should have your pets fixed. (supporting detail)

Sentences **1, 4**

3. What can you conclude from the example of Fluffy in paragraph D? (conclusion)

- A. Cats should be left indoors.
- B. Cats reproduce quickly.**
- C. Cats can't have kittens until age one.
- D. Cats should be watched carefully.

There is no evidence for A, C, or D.

4. Give two reasons why people might NOT spay or neuter their pets. (supporting detail)

- 1. They think that it will shorten the animals' lives.**
- 2. They worry about the risk of surgery to their pets.**

2 best evidence sentences: **9, 10**

5. What type of math did the author do to find out Fluffy could have a total of 258 offspring? (application)

- A. addition and subtraction
- B. multiplication and addition**
- C. multiplication and division
- D. square root

$$6 + 36 (6 \times 6) + 216 (36 \times 36) = 258$$

6. What do you think would happen to the problem of pet overpopulation if more people spayed/neutered their pets? (prediction)

- A. Pets would have more litters.
- B. The problem would get worse.
- C. More animals would end up in shelters and pounds.
- D. The problem would get better.**

1 best evidence sentence: **5**

D is the best answer because sentence 5 states that spaying and neutering would lessen the problem. A is incorrect because spaying and neutering prevents animals from having litters (6). B is incorrect because the author states that the solution to the problem is spaying or neutering our pets (5, 21). There is no evidence for C.

7. Why does the writer bring up the views of people who disagree with having their pets fixed? (point of view)

- A. He wants to defend their position.
- B. He doesn't know how to make an argument.
- C. He doesn't understand their views.
- D. He wants to explain why he thinks they're wrong.**

The purpose of the passage is to convince you to spay/neuter your pet; therefore, A is incorrect. There is no

evidence for B. C is incorrect because the author does understand their views—he just doesn’t agree with them.

23. A Tale of Two Boards by Margaret Hockett

A ¹I, Su Kapo, was ready for a change. ²My skateboard was only two months old but I was tired of it. ³At first, I loved the blue design highlighted with bright colors. ⁴After awhile, the graphics “got old” and everyone else’s board looked better to me. ⁵What could I do? ⁶I couldn’t afford a new one. ⁷Then I saw it! ⁸An ad for a used skateboard that sounded really cool.

B ⁹Check out the hottest skate in town! ¹⁰Gold and crimson bands form a dragon that appears and disappears in the misty aqua background of this rolling winner. ¹¹Only \$85! ¹²Call 303-6578.

C ¹³I called the number. ¹⁴Like me, the owner was tired of her board, and she suggested a trade! ¹⁵If she liked my board and I liked hers, we would exchange boards and both be happy.

D ¹⁶Skating to her house, I gazed at the top of my board. ¹⁷Maybe the idea that someone else might want my board made me see it in a new light. ¹⁸I had never noticed how those yellow and red stripes curved back and forth through the blue-green haze. ¹⁹Or how they could come together to form the shape of some kind of...beast?

E ²⁰I was at her front door. ²¹Before I could knock, the door swung open and revealed a girl about my age and size. ²²We both shouted with surprise as we each looked at the other’s skateboard.

1. What is the best explanation for the girls’ surprise? (conclusion)

A. Their boards looked alike.

B. The girls were the same size.

C. They didn’t expect to see each other.

D. The door swung open too suddenly.

2 best evidence paragraphs: **B, D**

You can tell that the boards were probably alike by the similarities in the descriptions in paragraphs B and D: gold and crimson stripes could be described as red and yellow bands, misty aqua could be described as hazy blue-green, and a disappearing dragon could be seen as a beast.

2. In sentence 4, Su says the graphics “got old,” though the board was only two months old. What do you think she really meant? (figurative language)

She was bored with or tired of the design.

1 best evidence sentence from paragraph C: **14**

3. Explain why Su didn’t recognize the description of the board in the ad. (inference)

The graphic was described in a way that was different from how Su saw it. She had never looked closely at the graphic design.

3 best evidence sentences: **17, 18, 19**

4. What was the “beast” mentioned in sentence 19? (conclusion)

A picture of a dragon.

5. In sentence 2, Su says she was tired of her board after only two months. If she also said “I never finish books because I lose interest,” you might say

that Su is a person who
(generalization/character trait)

- A. keeps her interest in things.
- B. becomes bored quickly.**
- C. takes good care of things.
- D. sticks to her decisions.

By the words “only” and “but,” in sentence 2 the author implies that Su is tiring of her board unusually quickly. This, as well as the “book” statement, provides contrary evidence for A and D. C has no evidence.

6. The word *reveal*, in sentence 21, most nearly means (vocabulary)
- A. hit.
 - B. uncover.**
 - C. hide.
 - D. enclose.

There is no evidence that the girl was hit or enclosed by the swinging door. She may have been hidden by the door *until* it was open, but since the door swung open *to reveal* the girl, only “uncover” makes sense here.

7. Predict what Su will likely do next.
(predict outcome)

She probably will not trade with the girl if their boards are the same. She will probably decide to keep her board, now that she sees it differently.

3 best evidence sentences: 17, 18, 19

8. Describe two ways the writer of the ad tries to persuade the reader to buy the board. (author’s purpose)

(Accept any two)

1. She gets the reader’s attention with the first line. 2. She makes the board sound exciting. 3. She

makes the price sound low by writing “Only \$85!”

24. Little Squirt, Big Squirt by Carrie Beckwith

A ¹I was facing another hot, boring day in the valley. ²Normally, I didn’t allow my little brother to step one foot near me, but I decided this day would have to be different. ³I came up with the idea of turning Mom’s clothesline into a theatre of sheets, and I let A.J. help me. ⁴“This time,” I told him, “I will be a beautiful Arabian belly dancer.” ⁵With golden bells around my waist and billowy lavender pants, I danced to the snakes. ⁶They coiled themselves as if to attack, but were powerless under the spell of my dancing. ⁷“Hissss...”

B ⁸“Stop! ⁹You’re spitting on me.” ¹⁰My brother screamed and fell backwards in a fit of laughter, knocking over the picnic bench that was supposed to be front row seating.

C ¹¹“You have no imagination, A.J.” ¹²Of course, why did I expect an eight year old to know raw talent when he saw it?

D ¹³“Well maybe if you did something besides squirm around with the garden hose I’d be interested!” A.J. joked. ¹⁴Then he picked himself up and began cartwheeling around the yard, amused by his own humor.

E ¹⁵I did not take kindly to insult, especially from my own brother. ¹⁶So I did what any self-respecting sister would do to keep her brother in line...I played a little trick on him. ¹⁷“You’re right, A.J,” I said. ¹⁸“I’ll start over. ¹⁹This time I’m going to enter the stage from behind this bush.

²⁰You won’t be able to see me right away, but just sit on the bench and wait, okay?

²¹I’m going to act out a mystery, and I want you to be part of it, too.”

F ²²When A.J. heard he could participate

in one of my plays, he raced to the picnic bench, sat down, and folded his hands.

²³Within seconds, I had the hose. ²⁴POW!

²⁵Right to the gut! ²⁶Front row seating was soaking wet. ²⁷“How did you like that mystery, A.J.?” I cackled. ²⁸But A.J. was quick. ²⁹He leaped up, grabbed the hose at its neck, and squirted it right back at me.

☹ ³⁰“Not as much as I like squirting you with this hose, Tameeka!”

H ³¹Nothing was left dry when we were through. ³²As I look back now, maybe it wasn’t such a boring day after all.

1. Why do you think Tameeka “allowed” A.J. to play with her? (inference)

- A. She always played with her brother.
- B. She needed an actor for the play.
- C. She didn’t have anything better to do.**
- D. She liked A.J.’s ideas.

1 best evidence sentence: 1

C is the best answer because Tameeka states in sentence 1 that it was a boring day. A is incorrect because sentence 2 states that Tameeka didn’t normally allow her brother to play with her. B is incorrect because Tameeka never uses A.J. as an actor. D is incorrect because sentence 11 states that Tameeka doesn’t think A.J. has any imagination.

2. From whose point of view is the story written? Explain your answer. (point of view)

- A. An unnamed narrator
- B. A.J.’s
- C. Mom’s
- D. Tameeka’s**

A.J. calls the narrator “Tameeka.”

3. What caused A.J. to race back to the picnic bench? (cause/effect)

He thought his sister was going to let him participate in the play.

1 best evidence sentence: 22

4. What does A.J.’s reaction to being in his sister’s play tell you about how he is feeling? (inference)

A. He is afraid of his sister and will do whatever she wants.

B. He is excited about being part of the play.

C. He is angry and has his own plan to trick his sister.

D. He’s not sure if he wants to be part of his sister’s play.

1 best evidence sentence: 22

B is the best answer because sentence 22 explains that he rushed to the picnic bench and sat down with his hands folded (in full attention). There is no evidence for A, C, or D.

5. Compare Tameeka’s opinion of the day at the beginning of the story to her opinion at the end. (compare/contrast)

In the beginning of the story, she describes the day as boring. By the end of the story, she has changed her mind and thinks that maybe it wasn’t such a boring day after all.

2 best evidence sentences: 1, 32

6. Put the following events in their correct order. (sequence)

4 A.J. sprays Tameeka with hose.

2 A.J. knocks the bench over.

1 Tameeka pretends to be a belly dancer.

3 Tameeka tells A.J. she will act out a mystery.

7. What conclusion about Tameeka is NOT supported in the story ?
(conclusion/character traits)

A. She likes to dance.
B. She is shy.
 C. She is playful.
 D. She is imaginative.

A is incorrect because we know that Tameeka dances (5). C is incorrect because much of the story is about playing. D is incorrect because sentences 4–7 illustrate Tameeka’s imagination. There is no evidence to conclude that Tameeka is shy; therefore, B is correct.

8. Using paragraph A, describe the setting of the story. (setting)

The story takes place on a hot day in the valley. A.J. and Tameeka are playing outside, using the clothesline and sheets to construct a theatre.

2 best evidence sentences: 1, 3

25. No Show by Margaret Hockett

A ¹“Look,” I said, sitting on Jeremy’s bed, “everyone’s going to be there. ²And Mr. Grimes says some kid is doing some really cool magic tricks this year.” ³But my best friend was making some lame excuse about going to the library first. ⁴I was afraid he was going to miss “Talent on Tap” at the high school gym. ⁵The variety show was so funny last year we both thought we’d bust a gut laughing.

B ⁶I tried once more. ⁷“Come on! ⁸“You even have your dress shoes on—and shined,” I said. ⁹“Let’s go *now*!”

C ¹⁰“Nah, I’ll catch up with you later, Sid.”

D ¹¹I gave up and left to meet Andy.

¹²Come to think of it, I’d been doing a lot with Andy lately. ¹³Jeremy had missed

baseball and dinner at my house last week. ¹⁴And he seemed thoughtful—he hadn’t flashed his crinkly grin in days.

E ¹⁵We found our seats as the Master of Ceremonies began. ¹⁶After a few warmup jokes, he introduced The Dipsy Doodle Talking Poodles. ¹⁷They were only mildly funny. ¹⁸But by the time the Door Jams finished, we were rolling on the floor!

¹⁹Time for mystery and drama: the Magic Moment act was about to commence...

F ²⁰I looked around anxiously, hoping Jeremy had finally made it, because this act looked like it would be really big.

G ²¹KaBoom! ²²There was a bright glow, then a figure in black arose out of a mist.

²³His back was to us, and I caught a reflection of light off his glossy heels. ²⁴He slowly turned, one hand on the brim of his top hat, as his face crinkled into a grin...

1. Who is Sid’s best friend? (inference)

Jeremy

1 best evidence sentence: 3

Sentence 3 says his best friend was making an excuse; this refers to the person he is now talking to.

2. What was Sid’s conflict with Jeremy in paragraphs A and B? Sid was trying to (conflict)

A. convince him to go to the show.

B. make up with him after fighting.

C. get him to go to the library.

D. ask him to come to dinner.

1 best evidence sentence from paragraph A: 4

3. What persons are meant by “We” in sentence 15? (conclusion)

the narrator (Sid) and Andy

4. Sid uses the phrase “rolling on the

floor” to show that they (figurative language)

- A. **thought the act was very funny.**
- B. were tired of sitting.
- C. were too bored to watch.
- D. had been scared.

Rolling on the floor is an idiom—a phrase used to communicate a figurative meaning. The word “But” of sentence 18 contrasts with the words “mildly funny” in sentence 17, so “rolling on the floor” is understood to mean *more* than mildly funny.

5. What does the word *commence* mean as used in sentence 19? (vocabulary)

- A. bomb
- B. cancel
- C. **begin**
- D. end

Sid hopes that Jeremy has arrived because this act looks like it will be big; therefore it hasn’t happened yet so D is ruled out. Also, “Time for...,” in sentence 19, implies a beginning. There is contradictory evidence for choices A and B because the magic act is described in paragraph G.

6. Give two clues from paragraph G that support the idea that Jeremy was the magician in the show. (inference)

glossy shoes, crinkly grin

1 best evidence sentence for each clue:
8, 14

7. Assuming that Jeremy was the magician, when do you think he found time to practice his magic act? (inference)

Jeremy probably missed baseball and dinner with Sid in order to practice his magic act.

1 best evidence sentence: **13**

26. Truth or Dare by Carrie Beckwith

A ¹Ann approached the house timidly.

²Her first instinct was to run back to the safety of the tree house where Neve and Drew were waiting for her. ³But this was a dare for her membership test, and that meant serious business.

B ⁴“The house has been abandoned for over a hundred years,” Ann remembered Neve telling her.

C ⁵“The McWilliams family just picked up and left. ⁶People said there was something strange about the way it all happened. ⁷Since then, no one has set foot in the house,” Drew had explained.

D ⁸Ann held her breath and placed one foot on the paint-chipped steps of the front porch. ⁹Every step closer to the front door made her heart pound faster and louder. ¹⁰Her cold, sweaty hand clenched and twisted the knob. ¹¹The door swung open with unexpected ease. ¹²“Maybe it was the wind,” Ann tried to reason.

E ¹³Her steps were cautious as she entered the dining room. ¹⁴She stopped, her eyes darting wildly around the room. ¹⁵Old, worn linens hung over the cherry wood tables and chairs. ¹⁶Behind the cabinets, long-stemmed wine goblets were neatly arranged in rows, like little glass armies.

F ¹⁷Ann crept towards the winding, red-carpeted staircase. ¹⁸*Were those pictures of the McWilliams family lining the walls of the hallway upstairs?* ¹⁹Her curiosity was piqued. ²⁰She walked upstairs and gazed at the yellowed portraits of a family long gone. ²¹Just down the hallway, an open door with a stream of light caught her attention. ²²The wood floors creaked as she walked down the hall. ²³The words came ringing back to her, “The McWilliams

family just picked up and left. ²⁴People said there was something strange about the way it all happened.”

G ²⁵Ann couldn’t take it anymore. ²⁶She raced down the stairs, out the back door, and straight to the tree house. ²⁷Nearly out of breath, she hollered, “Drew, Neve, I’m back! ²⁸I made it!” ²⁹The girls tried to hold back their amusement, but couldn’t. **H** ³⁰“You’re right. ³¹You did make it, Ann. ³²Welcome to our Tree House Club! ³³And if it makes you feel any better, that old house isn’t really abandoned. ³⁴It’s going to be part of the new town museum called Village of Our Past!”

1. Which two sentences in paragraph A best support the idea that Ann was nervous about going into the house? (supporting details/character trait)

Sentences 1, 2

2. Which sentence in paragraph E uses a simile to describe something? Write the sentence. (figurative language)

Behind the cabinets, long-stemmed wine goblets were neatly arranged in rows, like little glass armies.

Sentence 16

3. In paragraph F, Ann decided to go upstairs because she noticed (cause/effect)
 - A. the portraits of the McWilliams family.**
 - B. the long-stemmed wine goblets.
 - C. the stream of light just down the hallway.
 - D. the worn linens.

2 best evidence sentences: 18, 19

The portraits of the McWilliams family interested Ann and made her decide to go upstairs (18–19). Ann did

notice the wine glasses (16) and worn linens (15) before she went upstairs, but they did not cause her to go upstairs, so B and D are incorrect. She did not see the stream of light in the hallway (21) until she had already gone upstairs, so C is incorrect.

4. The word *piqued*, as used in sentence 19, means (vocabulary)
 - A. controlled.
 - B. stopped.
 - C. mistaken.
 - D. excited.**

In sentence 18, Ann thinks she sees pictures of the McWilliams family upstairs. Sentence 19 explains that Ann is curious. In sentence 20, she decides to go upstairs. Her curiosity, then, must have been excited.

5. Put the following events in the order they happened in the story. (sequence)
 - 3** Ann goes upstairs.
 - 1** Ann is dared.
 - 4** Ann runs out the back door.
 - 2** The front door swings open.
6. Using paragraphs E and F, list the numbers of the 2 sentences that best show that Ann was careful. (character trait/inference)

Sentences 13, 17

In sentence 13, Ann’s steps were *cautious*. In sentence 17, Ann *crept* towards the staircase, suggesting that her steps were slow and cautious.

7. Which two paragraphs best describe the way the house looks inside? (setting)
 - A. Paragraphs F and G
 - B. Paragraphs A and E
 - C. Paragraphs E and F**
 - D. Paragraphs F and H

8. Which of the following can you conclude about Neve and Drew? (Choose all that apply.) (conclusion)
- A. They were relieved to see Ann come back.
 - B. They knew what was going on all along.**
 - C. They have asked Ann to tell the truth about something.
 - D. They are members of the Tree House Club.**

2 best evidence sentences: **33, 32**

There is no evidence for A and C. They knew the house wasn't abandoned, and they were both members of the club.

27. Case of the Missing Diamond by David White

¹No one spoke in the small, hot room.

²They all knew each other too well.

³Inspector Graham questioned each person in turn, making notes on a thin, white pad.

⁴The man in the striped trousers shifted in his chair, gripping his briefcase tightly. ⁵The teenaged boy in the blue blazer leaned against the bookcase, trying to look bored.

⁶The woman in the red dress stood up and stretched. ⁷Realizing she was being watched, she sat back down quickly and wrapped her hands around her purse.

⁸When she was sure no one was looking, she opened the purse. ⁹She looked inside, smiled, and snapped the purse shut.

¹⁰The man seated on the couch wiped his sweaty hands on his handkerchief.

¹¹He tapped his hearing aid in response to a question from the inspector. ¹²When the question was repeated more loudly, he nodded his head. ¹³His wife was sitting straight up at the end of the couch. ¹⁴She

stared at the wall and barely responded to the inspector's questions. ¹⁵Her heavy earrings jingled over her knees.

¹⁶The antique clock struck two.

¹⁷Everyone jumped. ¹⁸The silence returned.

¹⁹"It's all clear to me now," the inspector said loudly. ²⁰"Mrs. Page's diamond has been missing for eighteen hours. ²¹You have all remained here in this house. ²²One of you has that diamond right now."

²³The suspects looked quickly at one another, then back at the inspector.

²⁴The teen was the first to speak.

²⁵"When can I get out of here?" he said loudly, putting his hands back in his pockets. ²⁶"I have a date tonight."

²⁷The woman in the red dress turned pale. ²⁸"You don't think it's me, do you?" she said softly. ²⁹Her hands were pale as she clutched her purse.

³⁰The man in the striped trousers stood up angrily. ³¹"You're mad, Graham," he said. ³²"I'm leaving."

³³"This is an outrage!" the woman on the couch said, standing up suddenly.

³⁴Her left earring fell off and hit the floor, shattering into a dozen pieces. ³⁵The room was suddenly abuzz.

³⁶"Good thing it's a fake," Inspector Graham whispered.

³⁷"It is not a fake!" the man on the couch roared. ³⁸"We paid good money for those earrings!"

³⁹"So," the inspector said with a smile, "you don't need the hearing aid after all.

⁴⁰In fact, the missing diamond is about that size."

1. Where do you predict the diamond will be found? (predict outcome)

- A. in a purse
- B. in the clock

C. in a briefcase

D. in the hearing aid

2 best evidence sentences: **39, 40**

Since the man with the hearing aid didn't appear to need it (he quickly responded to a whisper), and since the missing diamond is about the size of a hearing aid, we can predict that the diamond may be inside the hearing aid.

2. In sentence 17, why did everyone jump when the clock struck two? (inference)

They were nervous. It was quiet. The sudden sound took them by surprise.

3. What caused the earring to fall off? (cause/effect)

The woman's earring fell off when she stood up suddenly. Sentence 15 mentions that the earrings were heavy.

2 best evidence sentences: **15, 33**

4. Which is true of *all* the suspects? (generalization)
- A. They are all sitting down.
B. They are all holding something.
C. They all know one another.
D. They all work for Mrs. Page.

1 best evidence sentence: **2**

5. How did the setting, as described in sentence 1, affect the suspects? (setting/inference)

The room is small and hot. This makes the suspects even more nervous and uncomfortable.

6. Give one example of how the man in striped trousers revealed his

nervousness through his actions. (supporting detail/character trait)

He kept a tight grip on his briefcase. Also, he shifted in his chair.

1 best evidence sentence: **4**

7. Give two examples of how the woman in the red dress acts suspicious of other people. (inference)

She sits down quickly and wraps her hands around her purse. She makes sure no one is looking before she opens her purse.

2 best evidence sentences: **7, 8**

**28. Buttered Up
by Margaret Hockett**

A ¹It was a very hot day, and Pa and I were weary after driving Uncle Charlie to the train station in our new Model T Ford. ²On the way back home, Pa pulled into the gravel drive by Sickie Tree. ³The sprawling oak had got that name because of the rusty old sickle* trapped within its trunk. ⁴A farmer had hung it on the tree before heading off to the Civil War, from which he had never returned.

B ⁵As we neared the stout woman minding a churn**, I could see what Pa had in mind. ⁶There was nothing he loved better than a big old glass of buttermilk on a good hot day.

C ⁷"I'll give ya five cents for a glass of that," he told her. ⁸But the good-hearted woman offered us both buttermilk in exchange for gossip, as she "didn't get to town much."

D ⁹We sat under the tree and enjoyed our cool, rich drinks while the woman churned. ¹⁰She and Pa chatted pleasantly about the weather, farming, and life in general. ¹¹I was the first to notice the

mangy looking yellow cat sneaking up to the churn as the woman removed the churn lid.

E ¹²I was too fascinated to make a sound as the cat jumped up on the edge of the churn and promptly fell in.

F ¹³When Pa and I realized how that dirty old cat would affect the woman's wonderful buttermilk, we felt sorry for her. ¹⁴But the woman didn't seem too disturbed. ¹⁵She just pulled out the cat, held him up with one hand, and wrung him out into the churn. ¹⁶"You fool cat!" she scolded. ¹⁷"That's the third time you've been in there today!"

G ¹⁸We left shortly after that. ¹⁹Pa thanked the woman politely, but I noticed that it was the first time he had ever left a glass of buttermilk unfinished.

* sickle: a tool used for cutting grain

**churn: (1) a container in which milk is made into butter by stirring, (2) the act of stirring milk until it becomes butter

1. The story most likely takes place (setting)
A. in the present time.
B. just after the Civil War.
C. in the early 20th century.
D. in the future.

2 best evidence sentences: **1, 7**

C is the best answer because Model T cars were new in the early 1900s, and a nickel might have been a reasonable price to pay for a glass of buttermilk in that era. Since Model T cars are not new today, A is incorrect. B is incorrect because there would have been no Model T's at all. There is no evidence for D.

Note: Students may say B is unlikely because the tree might not have had

time to grow around the sickle right after the Civil War.

2. As used in sentence 5, what does the word *minding* mean? (vocabulary)

A. tending

B. baby-sitting

C. being bothered by

D. guarding against theft

There is no evidence for C or D.

Sentence 9 indicates the woman was working with the churn, not just baby-sitting it, so B is incorrect.

3. Why does the narrator call the woman "good-hearted" in paragraph C? (inference/character trait)

She would not accept money for the buttermilk.

1 best evidence sentence: **8**

4. Why do you think the farmer never removed the sickle from the oak tree described in paragraph A? (inference)

The farmer who hung it there had never returned from the Civil War. (Also acceptable: He may have died in the Civil War.)

5. As used in sentence 11, the word *mangy* is used to suggest that the cat is (vocabulary)

A. groomed.

B. bright.

C. mean.

D. unclean.

There is no evidence for A, B, or C.

The description of the cat as "dirty" in sentence 13 is a clue to the meaning of *mangy*.

6. Pa probably left his glass unfinished because he realized that (inference)

- A. he was too full.
- B. they would be too late getting home.
- C. he didn't like cats.
- D. the cat had probably been in his milk.**

1 best evidence sentence: 17

There is no evidence for A, B, or C. We can infer from 17 that D is true, since Pa's milk was probably in the churn when the cat was in it earlier.

7. Do you think Pa will stop for buttermilk at Sickle Tree again? Why or why not? (prediction)

No. He doesn't want buttermilk if the cat's been in it. The cat might get in it again.

2 best evidence sentences: 17, 19

8. The woman seems most concerned about (inference)
- A. cleanliness.
 - B. losing buttermilk from the churn.**
 - C. keeping the cat from drowning.
 - D. health.

1 best evidence sentence: 15

There is no evidence for A, C, or D. Since she squeezes the liquid from the cat back into the churn (15), she probably wants to save the buttermilk.

29. It's All Downhill by David White

¹"Slow down, Brad, you're blowing dirt in my face!"

²"Hey, if you were ahead of me like you're supposed to be, you wouldn't even see this dirt," Brad yelled back, bracing himself as he skidded through more dirt.

³"Well, I'm not the one screaming

around curves, nearly wiping out every minute."

⁴"Eric, those girls are ahead of us. ⁵It's time to catch up."

⁶They zigzagged down a narrow stretch of trail, their eyes focused on the rocks and roots beneath them.

⁷"Maybe if you hadn't had that flat at the top—"

⁸"We fixed it in no time, didn't we?"

⁹Besides, it's not like we're racing them."

¹⁰"Yeah, but we will be soon," Eric said as he braked and turned the handlebars to avoid another rock. ¹¹"This is a training ride. ¹²That race is in two weeks."

¹³"That's exactly why I want to go fast down this hill."

¹⁴Brad shifted into a higher gear and zoomed ahead, managing to keep one foot on the pedals as he swerved around another curve. ¹⁵Eric carefully kept close behind. ¹⁶Like a yo-yo, he soon caught up.

¹⁷"What are you, some kind of stuntman? ¹⁸You're out of control, Brad.

¹⁹I'm right behind you, and I'm in control.

²⁰You've got maybe 2 or 3 seconds on me at the most."

²¹They pedaled through grassland and across a shallow stream and then back into the trees. ²²Brad let out a whoop and zoomed ahead. ²³Bending to avoid hitting his head on a low branch, he came up too late to see a big rock in the middle of the trail. ²⁴He hit the rock, and bike and rider went airborne. ²⁵Fortunately, no branches hung low on the downward side. ²⁶The landing jolted him hard, but Brad stayed aboard. ²⁷He stopped to catch his breath.

²⁸Eric stopped right behind him.

²⁹"Don't you remember that rock from the trip up?" Eric said. ³⁰His face was a mixture of laughter and concern. ³¹"Who are you trying to impress? ³²The girls are way ahead of us now. ³³Be careful."

³⁴"I didn't wipe out, did I? ³⁵Besides, it was a big rock."

³⁶“Yeah, well, I’m not picking you up if you fall down. ³⁷See you at the bottom.”

³⁸“See you there!”

1. Which quote from the passage best sums up the main idea? (main idea)

A. “Be careful.”
 B. “See you there!”
 C. “It’s time to catch up.”
D. “This is a training ride.”

1 best evidence sentence: **11**

A, B, and C are details. C seems plausible, but Eric’s comments throughout reinforce the need to be careful because it is only a training ride. Only D describes the main idea.

2. Which is the correct order for the following events? Choose A, B, C, or D. (sequence)

1. Brad has a flat tire.
 2. Brad shifts into a higher gear.
 3. Brad blows dirt in Eric’s face.
 4. Brad goes airborne after hitting a rock.

A. 1, 2, 3, 4
B. 1, 3, 2, 4
 C. 4, 1, 3, 2
 D. 4, 3, 2, 1

3. Why did dirt blow in Eric’s face? (cause/effect)

A. He was riding behind Brad.
 B. He was riding carefully.
 C. He stopped right behind Brad.
 D. He turned his handlebars to avoid a rock.

B, C, and D are things that Eric does, but only A is a direct effect.

4. Based on the conversation the cyclists have, do you think Eric will stop to help Brad if Brad falls down? Explain your answer. (prediction)

No. Eric will probably not stop and help Brad if Brad falls down. He is worried at first, but then he says he won’t help Brad up if he falls down.

1 best evidence sentence: **36**

5. Contrast the way the two riders go down the hill. To support your answer, list three sentences for each rider. (compare/contrast)

Brad goes fast around the curves. He shifts into a higher gear and zooms ahead. He brags about hitting a rock. Eric stays in control. He brakes and tries to avoid a rock. He stays close behind Brad.

3 best evidence sentences for each rider: Brad **3, 22, 34**; Eric **19, 10, 15**

6. Which of these is the best reason why Brad wanted to go fast? (inference)

A. He had a flat tire.
 B. He shifted into a higher gear.
 C. He was trying to show off in front of Eric.
D. He knew his friends were ahead.

2 best evidence sentences: **4, 5**

7. Sentence 16 contains which kind of figure of speech? (figurative language)

a simile (“like a yo-yo”)

8. Which of these quotes from the story is an opinion? (fact/opinion)

A. “That race is in two weeks.”
 B. “Besides, it was a big rock.”
C. “You’re out of control, Brad.”
 D. “Eric, those girls are ahead of us.”

A, B, and D are facts. Only C is something that one of the characters thinks, feels, or believes.

30. Teacher Turns Eleven by Margaret Hockett

A ¹Ms. Henson thought she was getting too old. ²She was annoyed that she couldn't see without her bifocals—"Those are for old 'folkles,'" she'd say—and that she had trouble bending to pick up papers. ³"I'm just going to have to start getting younger," she finally said.

B ⁴First, we noticed a new sparkle in her eye. ⁵A couple of days later, it looked as if someone had erased her mouth wrinkles. ⁶Her walk seemed bouncier, and she started wearing teenagers' clothes. ⁷It was all pretty odd, but when she got shorter and started talking funny it got scary.

C ⁸We could barely see her over the books on her desk. ⁹A high-pitched voice would pierce the room with "Time for social studies, class." ¹⁰The sight of this small creature acting like a teacher was even stranger than the voice. ¹¹It would have been funny except for that no-nonsense attitude in her voice and manner. ¹²We got used to the changes, and class was pretty much "business as usual."

D ¹³Ms. Henson showed her usual talent for problem solving. ¹⁴When she couldn't reach the top of the blackboard, she declared "We'll just have to lower it." ¹⁵After we helped her do that, she proceeded to fill it entirely with chalk marks. ¹⁶Math, social studies, reading assignments—all appeared under her childish yet capable fingers.

E ¹⁷Things went well until Genie Pix came to school. ¹⁸On Genie's first day, we had a substitute for the morning since Ms. Henson was at the dentist and wouldn't be back until recess. ¹⁹It was obvious that Genie was a "do righter." ²⁰She scolded Won and me for passing notes. ²¹She gave threatening looks to the girls who were making faces in class. ²²Anyway, during recess, Genie came in to the classroom to

get her sweater. ²³She found Ms. Henson taking the field trip money out of her special locked drawer. ²⁴Well, when Genie found what appeared to be a student thief, she got all bent out of shape. ²⁵She yelled and tried to grab the money bag. ²⁶Ms. Henson held on tight, but when Genie gave a second yank, Ms. Henson went flying backward! ²⁷She ended up with four stitches and a whole bunch of bruises.

²⁸That's when she decided that being eleven was too dangerous.

F ²⁹Before long, Ms. Henson's head appeared higher and higher behind her desk. ³⁰A familiar quality came back to her voice. ³¹The childish clothes and smooth skin went away. ³²But one thing that never did go away was that mischievous gleam in her eye.

1. Choose the main idea of the passage.
(main idea)

A. The teacher learns a lesson.

B. The teacher gets hurt.

C. The class learns to cope.

D. The new student takes a stand.

B, C, and D may be thought of as supporting ideas or detail. A gives the overall idea.

1 best evidence sentence from
paragraph E: **28**

2. From sentence 5, which of the following is reasonable to conclude?
(conclusion)

A. A sketch of Ms. H had been changed.

B. Ms. H's wrinkles were disappearing.

C. Some of Ms. H's makeup was removed.

D. Ms. H had just gotten into a fistfight.

Explain your answer.

The word “erased” is used as a figure of speech to mean that the lines around the teacher’s mouth were disappearing.

3. Put the features of Ms. Henson in the order they appear in the story.
(sequence)

- 3 Short height
- 1 Sparkle in her eye
- 2 Bounce in her step
- 4 Bruises

Ms. Henson gets a sparkle in her eye in sentence 4, a bounce in her step in sentence 6, shorter height in sentence 7, and bruises in sentence 27.

4. What was the one change that remained with Ms. Henson at the end of the story? (reading for detail)

a gleam, or sparkle, in her eye

2 best evidence sentences: 4, 32

5. Based on her actions from the story, what do you think Genie Pix would do if she found someone cheating on a test? (character trait/prediction)

- A. Talk them out of it.
- B. Point it out.**
- C. Wait until after class to discuss it.
- D. Ignore it.

1 best evidence paragraph: E

Choices A, C, and D are not supported. From her behavior in sentences 19, 20, 21, and 25, Genie doesn’t seem like the type of person who ignores behavior or stops to think before reacting. She also usually scolds or yells, rather than discusses.

6. As a result of Genie’s letting go of the money bag, Ms. Henson (cause/effect)

- A. yelled loudly.
- B. held on tight.

C. knocked Genie over.

D. lost her balance.

7. The narrator is (inference/point of view)

A. a student in Ms. Henson’s class.

B. a teacher in Ms. Henson’s school.

C. the new student.

D. an observer outside the class.

1 evidence sentence from paragraph

E: 20

A is the best answer because the narrator includes her/himself in the story. The narrator is part of the classroom and Mrs. Henson is her/his teacher. There is no evidence for B, C, or D.

8. Which could be the theme of this story? (theme)

A. New students imagine things.

B. Being young makes things better.

C. Getting old is worse than anything.

D. With change comes knowledge.

1 best evidence sentence: 28

NONFICTION

31. “Pokey-pines” by Margaret Hockett

A ¹Do you like getting stuck with thorns?

²Then you probably won’t enjoy getting too close to the “thorn pig,” or porcupine.

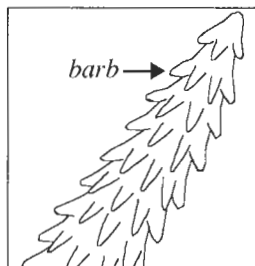
B ³The word porcupine comes from two Latin words, *porcus* and *spina*. ⁴*Porcus* means pig, though the porcupine is not a pig. ⁵*Spina* means thorn, though the porcupine has no real thorns. ⁶Porcupines are slow and clumsy, and they can’t see well. ⁷How then does a porcupine protect itself?

C ⁸The answer lies in the weapons on its body. ⁹The porcupine carries about 30,000 little “darts,” ready to pierce an enemy.

¹⁰These darts are really stiff hairs called

quills. ¹¹Quills grow out of the back, sides, and tail of the porcupine. ¹²A porcupine cannot shoot quills. ¹³Instead, it whirls around and flicks its tail back and forth. ¹⁴Anyone coming too close to the rear end of the porcupine will be stuck with quills. ¹⁵A quill can't be pulled out easily because its barbs point backwards. ¹⁶Because of these quills, many animals have learned to stay far away from the porcupine!

Closeup of a porcupine quill



1. Why do you think the Latin word *spina* was used in naming the porcupine? (conclusion)

The word *spina* means thorn. The porcupine has quills, which are like thorns (they are sharp and can stick in the flesh).

1 evidence sentence from paragraph B: **5**

2. Which sentence best sums up the reasons a porcupine needs the protection of quills? (conclusion)

Sentence 6

The details of sentence 6 show a porcupine's weaknesses (it can't see well and is slow and clumsy).

Therefore, quills would be very helpful in its defense.

3. In sentence 9, the word *pierce* means to (vocabulary)
 - A. stab
 - B. tickle
 - C. protect
 - D. stroke

Quills are being compared to darts, so only "stab" makes sense.

4. How does an enemy get stuck with quills? (reading for detail)
 - A. The enemy gets shot by quills.
 - B. The enemy moves away.
 - C. **The enemy gets near the porcupine's rear.**
 - D. The enemy stands in front of the porcupine.

1 best evidence sentence: **14**

A is contradicted by sentence 12. There is no evidence for B or D.

5. Explain why a quill can be painful to remove. (cause/effect)

The quill goes one way but the barbs point the opposite way. So, when you try to pull the quill out, barbs get caught and keep the quill from sliding out.

1 best evidence sentence: **15**

6. The main idea of the passage is to describe how the porcupine can (main idea)
 - A. get food.
 - B. **protect itself.**
 - C. move around.
 - D. grow quills.

Sentence 7 gives the main idea in the form of a question ("how...does a porcupine protect itself?"). That question is answered in the second paragraph.

32. Making "Sense" Out of Poetry by Carrie Beckwith

A ¹Writing a poem that uses your senses is a great way to express your feelings and ideas to the reader. ²Not only does it let the reader see what you're talking about,

it also lets him or her smell, touch, taste, and hear it! ³Just follow these easy steps, and you'll be on your way to writing your own unique poem for the senses.

B ⁴First, pick something you are familiar with to write about. ⁵For example, you may want to write about your favorite sport, your little sister, or chocolate chip cookies! ⁶Next, describe your chosen subject using some or all of your senses: taste, touch, sight, hearing, and smell. ⁷You don't have to use all five senses in your poem—using two or three is fine. ⁸The important thing is to be specific in your choice of details. ⁹For example, if you were to write about baseball, you could describe the sound of the bat hitting the ball as a "loud crack." ¹⁰Or you might say that the air in the field smelled "like it was thick with dirt."

C ¹¹Here is one example from 5th grade student Juan Gonzalez:

SOCCKER

¹²People in the stands. ¹³Black and white balls flying through the air. ¹⁴Kids charging at me.

¹⁵People shouting "Move the ball upfield!" ¹⁶Kids saying "Pass the ball!"

¹⁷Coach yelling plays.

¹⁸Feel the ball banging against my feet as I move it upfield.

¹⁹Taste the dirt as I hit the ground.

²⁰Taste the salty sweat that rolls down my face.

²¹Smell the victory as my team shoots the goal for the winning point!

D. The purpose of the passage is to show you how to (author purpose)

A. describe something you want to write a poem about.

B. write a poem using your senses.

C. use your sense of smell and taste to describe cookies.

D. get started on a poem.

1 best evidence paragraph: **A**

A is close to being correct, but it is only one step in the whole process, so it is not the best answer. C is a detail. D is incorrect because it is too broad and doesn't mention the senses.

2. What is the first step in writing a sense poem? (sequence)

A. Be specific with your details.

B. Choose a subject.

C. Use your senses.

D. Write an example of a poem.

1 best evidence sentence: **4**

A and C do not take place until you have started to write a poem. There is no instruction to write an example of a poem, so D is incorrect.

3. Why is it a good idea to write about something you know well? (conclusion)

A sense poem asks you to tell how something feels or smells. When you know something well, it is easier to describe it in detail.

2 best evidence sentences: **5, 6**

4. In general, poems using the senses (generalization)

A. describe sight and hearing only.

B. make comparisons.

C. describe chocolate chip cookies.

D. make words come to life.

2 best evidence sentences: **1, 2**

D is the best answer because sentence 2 tells us that a sense poem describes actual sounds, smells, and tastes. A, B, and C give only specific parts of the poem-writing process.

5. Fill each blank with the letter of the line from the poem (given below) that best describes the sense. The first one has been done for you. (reading for detail)

e smell
b touch
c sight
d hearing
a taste

- a. Taste the dirt as I hit the ground.
 b. Feel the ball banging against my feet as I move it upfield.
 c. Black and white balls flying through the air.
 d. Kids saying "Pass the ball!"
 e. Smell the victory as my team shoots the goal for the winning point!

6. What 3 sentences, or lines, from the poem support Juan's idea that soccer is a loud sport? (supporting detail)

Sentences **15, 16, 17**

33. Defining Geometry by David White

¹Geometry is a branch of mathematics that focuses on shapes. ²A large part of geometry is the study of the lines, points, and angles used to form these shapes. ³A line is a set of points that extend forever in two directions. ⁴A line segment can be thought of as a part of a line joining two end points. ⁵If two lines join at one point, they form an angle. ⁶An angle is two rays* that extend from the same point. ⁷Two rays that intersect at a right angle (90-degree) are called **perpendicular**.

⁸Lines can be joined to form geometric figures. ⁹A three-sided figure is a **triangle**. ¹⁰There are several different types of triangles, which vary according to the length and angles of the lines that form them. ¹¹Here are some definitions.

¹²**Equilateral triangle:** a triangle with three equal sides

¹³**Isosceles triangle:** a triangle with two equal sides

¹⁴**Scalene triangle:** a triangle with no equal sides

¹⁵A four-sided figure is called a **quadrilateral**, which is four points joined by four lines to produce four sides. ¹⁶The following are definitions of specific types of quadrilaterals:

¹⁷**Parallelogram:** a quadrilateral that has opposite sides that are parallel and equal in length

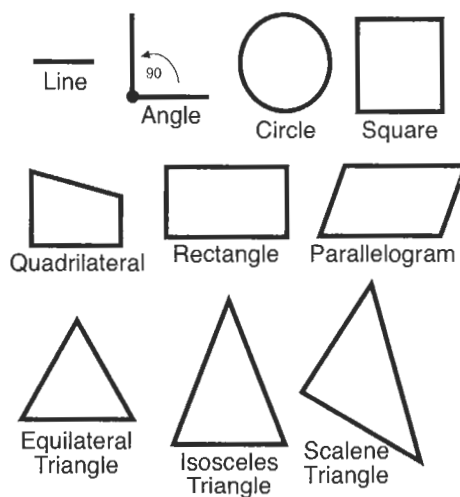
¹⁸**Rectangle:** a parallelogram that has four right angles

¹⁹**Square:** a rectangle that has four equal sides

²⁰The last basic geometric figure to define is the **circle**, a perfectly round enclosed shape made by a curved line.

²¹All points on the line are the same distance (equidistant) from a fixed point in the center of the circle.

*ray: a half line that extends forever in one direction from a point



1. According to the diagram, which of the following figures has the most right angles? (diagram use)
- A. circle
B. square
 C. parallelogram
 D. scalene triangle

2. Using the diagram, choose the figure listed below that does NOT contain perpendicular lines. (diagram use)
- A. angle
 - B. square
 - C. rectangle
 - D. parallelogram**
3. Choose the statement that is accurate. (supporting detail)
- A. All circles have sides.
 - B. All squares are rectangles.**
 - C. All triangles are equilateral.
 - D. All quadrilaterals have right angles.
- 1 best evidence sentence: **19**
4. How does an equilateral triangle differ from a scalene triangle? (compare/contrast, reading for detail)
- An equilateral triangle has three equal sides while a scalene triangle has no equal sides.**
5. "A rhombus has four equal sides but no right angles." In which section of the passage would this sentence best fit? (application)
- A. sentences 1–6
 - B. sentences 7–11
 - C. sentences 12–15
 - D. sentences 16–21**
- Sentences 16–21 describe four-sided figures, of which a rhombus is one.
6. Which of these best describes the purpose of the passage? (author purpose)
- A. to show similar things
 - B. to match pictures to words
 - C. to define triangles and circles
 - D. to describe geometric shapes**
- There is no evidence for B. A and C are supporting details for the main idea.

34. Cesar Chavez: A Biography by Carrie Beckwith

A ¹Cesar Chavez was a very important leader to Mexican and Mexican-American farm workers. ²He had been a farm worker himself, and he knew firsthand the unfair treatment they faced. ³Chavez led protests and strikes against farm owners for higher wages. ⁴He also boycotted companies that did not treat their workers fairly.

B ⁵Chavez began his political career working for a group that helped Mexican-Americans in California. ⁶Chavez helped people sign up to vote and talked to them about their rights. ⁷Chavez strongly believed that farm workers needed a union,* so he started the United Farm Workers Union and got many people to join.

C ⁸Chavez's first strike with the union was against owners of grape farms in California. ⁹The strike was a protest against the low pay farm workers received. ¹⁰Chavez's strike kept union workers out of the fields, and many of the crops rotted. ¹¹The farm owners lost a lot of money. ¹²Some farm workers were beaten for going on strike. ¹³When people found out about the strike and the beatings, they decided to do something.

¹⁴Buyers, shipping companies, and store owners boycotted the grape growers by refusing to buy, ship, or carry grapes.

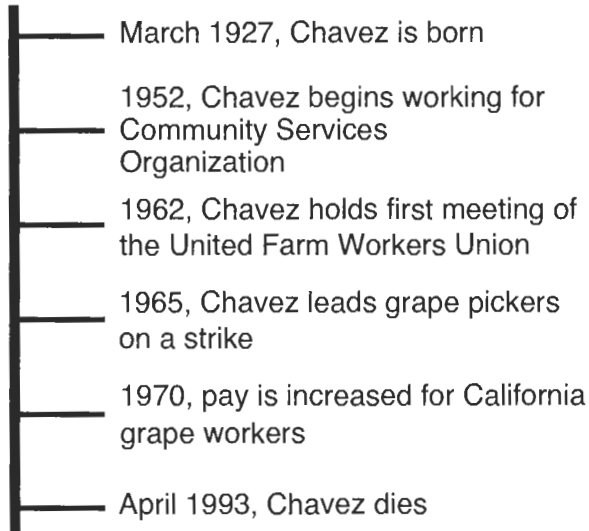
¹⁵Finally, after five years of bargaining with the union, farm owners raised the farm workers' pay. ¹⁶It was a great victory for the workers and the union.

D ¹⁷Chavez led many strikes and marches before his death in 1993. ¹⁸He traveled all over the world, talking about the rights of farm workers. ¹⁹The message that was first delivered in California spread throughout the entire world. ²⁰To this day, Cesar Chavez's life continues to have a

powerful effect on the well-being of the farm worker.

*union: an organization that brings workers together to improve working conditions and wages

TIME LINE



1. Which of the following sentences gives the main idea of the passage? (main idea)

- A. Chavez helped people sign up to vote.
- B. Chavez traveled the world to speak about farm workers' rights.
- C. Chavez accomplished much for farm workers.**
- D. Chavez organized a successful strike in California.

2 best evidence paragraphs: **A, D**

Choices A, B, and D are details within the passage that support the main idea.

2. As used in paragraph C, the word *strike* means (vocabulary)

- A. stopping of payment.
- B. notice of leaving.
- C. stopping of work.**
- D. firing of a worker.

Sentence 10 explains that the strike kept farm workers *out of the fields*. If

the workers are out of the fields, they are no longer working; therefore, C is the correct answer. A, B, and D do not make sense in the context of the passage.

3. What was the final result of the strike against owners of grape farms in California? (cause/effect)

The owners of grape farms gave the workers a pay raise.

1 best evidence sentence: 15

4. How long did it take before grape farm owners came to an agreement with the union? (supporting detail, use of time line)

5 years

5. How old was Chavez when he died? (use of time line)

66 years old (1993 – 1927 = 66)

6. Why did many people refuse to buy, ship, or carry grapes? (cause/effect)

They found out about the strike and the beatings.

2 best evidence sentences: **13, 14**

7. List the two sentences in paragraph D that support the fact that Chavez was an active union leader. (supporting detail)

Sentences **17, 18**

Chavez led many strikes and marches before his death in 1993 (17). He traveled all over the world, talking about the rights of farm workers (18).

35. How to Make Dough Ornaments by Carrie Beckwith

A ¹Making ornaments couldn't be easier!

²Just follow these quick and easy directions for dough-making fun.

B ³Before you begin, you will need the following ingredients:

- 1 cup salt
- 1 1/2 cups hot tap water
- 4 cups flour

C ⁴Combine salt and hot water in a large bowl. ⁵Stir the mixture until the salt dissolves into the water. ⁶Then add flour to the salt water mixture and stir thoroughly. ⁷Next, knead the flour and salt water until it becomes a soft and spongy dough. ⁸Place your dough in a plastic bag and let it rest for several hours so that it can thicken. ⁹After letting it rest, take the dough out of the bag.

D ¹⁰Preheat your oven to 300° Fahrenheit. ¹¹You can then roll out the dough and use cookie cutters to make shapes, or you can use your own two hands to make whatever you like. ¹²Be careful not to make your dough ornaments too thick (no more than 1/2"), or they won't cook properly. ¹³Once you are done crafting your ornaments, place them on a cookie sheet and bake them in the oven for about one hour to harden them. ¹⁴Let them cool for at least another hour.

E ¹⁵The last part of making ornaments is the best. ¹⁶Now it's time to get your watercolors out and paint your ornaments. ¹⁷When the paint has dried, you can glue buttons, flowers, or glitter onto the ornaments. ¹⁸You can also glue ornaments together, attach ribbons, or even glue a magnet to the back. ¹⁹Be as creative as you like, and, most important, have fun!

1. The purpose of the article is to (author purpose)

A. explain all the different things you can add to your ornament.

B. explain how fun and easy it is to make ornaments.

C. explain how to make the dough.

D. explain how to decorate your home.

1 best evidence paragraph: **A**

A and C are not correct because they explain only a portion of what the whole article is about. Nothing is ever mentioned about decorating a home, so D is incorrect.

2. What warning does the article give? (reading for details)

The article warns you not to make the dough ornaments too thick.

1 best evidence sentence: **12**

3. What would happen if you didn't preheat the oven before putting in the dough ornaments? (prediction)

The ornaments would not be fully cooked in the time given.

Since the oven would not be hot when you put the ornaments in to bake, it would take several extra minutes to heat up the oven. You have to subtract this time from the overall cooking time. If you followed the time given in the recipe (which includes preheating), the ornaments would not be fully cooked.

4. What do you think causes the dough to get soft and spongy? (cause/effect)

The kneading probably causes the dough to get soft and spongy.

The signal word is *until*; you knead *until* the dough is soft.

1 best evidence sentence: **7**

5. Is the following sentence a fact or an opinion? "The last part of making ornaments is the best." (fact/opinion)

opinion

Sentence 15 is a value judgment. Someone else might think differently about painting the ornaments.

6. In what order does the author present the information? (sequence)
- A. by importance
 - B. randomly
 - C. step-by-step**
 - D. by difficulty

A is not correct because one step is not more important than another; they must all be performed in order to make dough ornaments. B is not correct because the steps are given in an order that progresses as you go. D is incorrect because people might differ on which step is more difficult.

7. What must you do just after your mixture has become a dough? (sequence)
- A. Preheat the oven.
 - B. Place the dough in a bag and let it rest.**
 - C. Roll out the dough and begin making ornaments.
 - D. Stir the mixture thoroughly.

1 best evidence sentence: 8

A and C do occur after the mixture has become a dough, but not *just after*. D is incorrect because it occurs before the mixture has become a dough.

36. All Around the Sun by David White

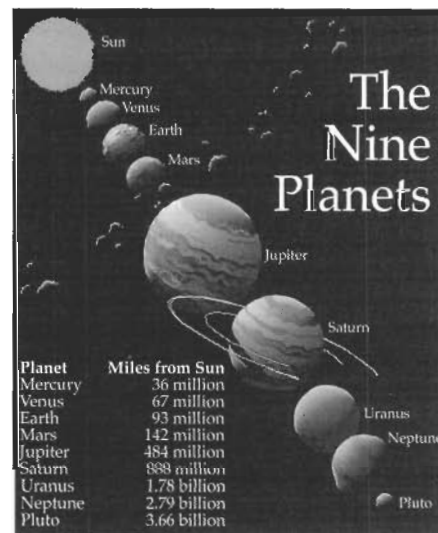
A ¹One way to study the planets in our solar system is by their distance from the Sun. ²Mercury is closest to the Sun, with Venus not far behind. ³Earth is the third planet out from the Sun. ⁴From there outward, it's Mars, Jupiter, Saturn,

Uranus, Neptune, and Pluto. ⁵Pluto is farthest, more than 3 billion miles from the Sun.

B ⁶A planet's distance from the Sun influences its surface temperature and atmosphere. ⁷The closer a planet is to the Sun, the hotter that planet is. ⁸Earth's average temperature is 57 degrees Fahrenheit. ⁹Mercury can get as hot as 625 degrees. ¹⁰Faraway Pluto, on the other hand, has an average temperature of 300 degrees below zero.

C ¹¹The number of moons a planet has also seems to be related to its distance from the Sun. ¹²Generally, the closer a planet is to the Sun, the fewer moons it has. ¹³Mercury and Venus, which are closest to the Sun, have no moons. ¹⁴Earth has only one moon. ¹⁵Saturn, which is much farther from the Sun, is believed to have 18 moons. ¹⁶The only exception to the rule is Pluto, which has just one moon.

D ¹⁷The closer a planet is to the Sun, the fewer days (or years) it takes for that planet to orbit (go once around) the Sun. ¹⁸Earth's orbit is 365 days, or one year. ¹⁹Mercury's orbit is only 88 days. ²⁰The largest planet, Jupiter, takes 11.86 Earth years to complete one orbit. ²¹It's not just the large planets that have long orbits, though. ²²Tiny Pluto takes about 248 years to go once around the Sun.



1. List the six planets closest to the Sun in order from nearest to farthest. (sequence, diagram use)

Mercury, Venus, Earth, Mars, Jupiter, Saturn

2. Which sentence in Paragraph A best supports the idea that the solar system is huge? (inference)

Sentence 5

Pluto, the farthest planet from the Sun, is more than 3 billion miles away from it.

3. Name two things that are related to a planet's distance from the Sun. (reading for detail)

Accept any two of the following: **A planet's distance from the Sun is related to that planet's atmosphere, temperature, number of moons, and length of orbit.**

1 best evidence sentence for each example given: **6, 11, or 17**

4. Which of these planets is closest to Earth? (application)

- A. Mars
- B. Venus**
- C. Mercury
- D. Jupiter

Earth is 93 million miles from the Sun. Mars is 142, Venus is 67, Mercury is 36, and Jupiter is 484. The difference is least between 93 and 67, so B is correct.

5. If scientists discovered a tenth planet 1.1 billion miles away from the Sun, to which two planets would it be closest? (diagram use, prediction)

- A. Uranus and Neptune
- B. Saturn and Uranus**

- C. Neptune and Pluto
- D. Jupiter and Saturn

The new planet would fall between Saturn, at 888 million miles, and Uranus, at 1.78 billion miles ($888 < 1.1 < 1.78$).

6. Give two examples from paragraphs C and D that show how Mercury and Earth are different. (compare/contrast)

1. Earth has a moon; Mercury has none. 2. Mercury takes less time to orbit the Sun.

2 best evidence sentences for each example: **13, 14; 18, 19**

7. The closer a planet is to the Sun, (generalization)

- A. the smaller it is.
- B. the more moons it has.
- C. the thicker its atmosphere is.
- D. the hotter it is.**

1 best evidence sentence: **7**

There is no evidence for A or C. B is contradicted by sentence 12.

37. What Do Owls Eat? by Cheryl Block

A ¹Owls are carnivores, animals that eat other animals. ²In the wild, their diet is mainly small mammals such as mice and squirrels, and birds. ³You can look at an owl's actual diet by studying an owl pellet. ⁴An owl pellet is food that an owl has eaten but could not digest. ⁵An owl usually coughs up one pellet a day. ⁶The owl forms the pellet in its stomach and then coughs it up, similar to a cat's coughing up a hairball after grooming itself. ⁷These pellets are usually found below the owl's roosting place.

B ⁸Dissecting a pellet will tell you what

an owl has eaten. ⁹Begin by placing the pellet in a bowl and adding a small amount of water to make it easier to remove the outer coating. ¹⁰You should use forceps or tweezers to make it easier to remove the outer coating. ¹¹This coating is made up of the fur and feathers of animals the owl has eaten.

C ¹²Now carefully begin to break the pellet open. ¹³Inside you will find bits and pieces of animal bones. ¹⁴You may even find a tiny rat skull. ¹⁵Place these skeletal parts on a sheet of paper or cardboard. ¹⁶You might want to try to piece the bones together to determine what kind of animal the owl ate. ¹⁷Parts of several animals may be found inside one pellet.

D ¹⁸When you are done dissecting the owl pellet, record the types of bones you found (leg bone, jawbone, etc.) and what kind of animal you think they belonged to. ¹⁹You now have a record of an owl's diet.

Owl Pellet Remains



leg bone



skull



jawbone

1. What coats the outside of an owl pellet? (reading for detail)

the fur and feathers of the animals the owl has eaten

1 best evidence sentence: 11

2. According to paragraph A, why does an owl cough up a pellet? (cause and effect)

It can't digest certain parts of the animals it eats.

1 best evidence sentence: 4

3. Looking at the skull pictured in the diagram, how might you determine that it belongs to a bird? (diagram use)

You can see the shape of a bird's beak.

4. Why would it be helpful to identify what kind of body parts are in the pellet? (as shown on the diagram) (diagram use)

It may help you figure out from what kind of animal the part comes.

5. How does a cat's hairball compare to an owl pellet? (compare/contrast)

The owl pellet is food that the owl can't digest. A hairball is fur that a cat licks off while grooming.

2 best evidence sentences: 4, 6

Like the owl, the cat is probably unable to digest the fur, so it coughs it up.

6. As used in sentences 8 and 18, what does the word *dissecting* most closely mean? (vocabulary)

- A. giving an estimate
- B. putting together
- C. separating into pieces**
- D. cleaning thoroughly

In paragraphs B and C, you remove the coating from the pellet and separate the contents of the pellet. There is no evidence to support A or D. B is incorrect based on sentences 9 and 12.

7. Why do you think owl pellets are commonly found beneath an owl's roosting place? (inference)

A. This is the place an owl rests and sleeps during the day.

- B. The pellets are used to make the owls' nests.
- C. Owls toss them out when they clean their nests.
- D. The pellets are used to attract prey.

A is the best answer because an owl would return to its roosting place after eating. There is no evidence to support B, C, or D.

38. Comanche Horsemen by Carrie Beckwith

¹The North American tribe called the Comanche were known for their outstanding skill with horses. ²As early as age four or five, Comanche children—boys and girls—were given ponies. ³Young boys, in particular, were trained for war. ⁴They were taught how to pick up objects from the ground while riding their ponies at full speed. ⁵Gradually, the objects increased in size until the rider was able to pick up another man! ⁶This skill was necessary in battle when a rider would have to rescue an injured tribe member.

⁷The Comanche also learned how to ride alongside the horse's flank. ⁸The rider was able to ride this way by hooking his heel over one side of the horse and resting his elbow in a rope looped round the horse's neck. ⁹This position protected him from enemy arrows. ¹⁰The rider was still able to shoot his own arrows from either above the horse's back or underneath its neck.

¹¹Part of the Comanche's success with horses was due to their skill at horse-breeding. ¹²Their horses came from the half-Andalusian, half-Arab horses that the Spaniards brought over in the 16th century. ¹³After many years of breeding only their finest stallions, the Comanche

produced what is now known as the Indian pony, a very strong and responsive horse.

¹⁴In addition to being skilled riders and breeders, many of the Comanche were also skilled horse thieves! ¹⁵For the Comanche, wealth was measured by the number of horses they had, and no other tribe owned more horses than the Comanche. ¹⁶One Comanche band of 2000 owned close to 15,000 horses!

¹⁷The Comanche's skill in horse riding, horse breeding, and even horse stealing helped them to become one of the most successful tribes of the Plains.

1. What is the main idea of the passage? (main idea)

- A. The Comanche were skilled at horse stealing.
- B. The Comanche were skilled with horses.**
- C. The Comanche were trained to ride horses.
- D. The Comanche children were trained for war.

1 best evidence sentence: 1

A, C, and D are all details of the passage. Only B gives the overall idea.

2. Which detail from the story best supports the idea that the Comanche were talented horse riders? (supporting detail)

- A. Comanche children were given ponies at an early age.
- B. The Comanche measured wealth by the number of horses they had.
- C. The Comanche learned how to ride alongside a horse's flank.**
- D. The Comanche helped develop the Indian pony.

3. Why was it necessary for riders to

learn how to pick up objects from the ground? (cause/effect)

The Comanche warrior had to be able to pick up fallen and wounded tribe members while riding a horse.

1 best evidence sentence: **6**

4. Why was it helpful to be able to ride alongside the horse's flank?
(supporting detail)

Riding alongside a horse's flank let the Comanche use their horses as shields. It also helped them shoot arrows from above a horse's back or underneath its neck.

2 best evidence sentences: **9, 10**

5. "One Comanche band of 2000 owned close to 15,000 horses!" According to the passage, what can you conclude about this band? (conclusion)

- A. The band was wealthy.**
B. The band stole the horses.
C. The band had the same number of horses as other tribes.
D. The band trained all 15,000 of the horses.

1 best evidence sentence: **15**

There is no evidence for B. C is not correct because we do not know how many horses other tribes had. D is incorrect because there is no evidence for it. We know from sentence 15 that the Comanche measured wealth by the number of horses one had. Given this, we can conclude that this band was wealthy.

6. What can you conclude about the Comanche's horses? (conclusion)
A. They required little care.
B. They were hard to train.

C. They were dressed and painted for war.

D. They were important to the tribe.

1 best evidence sentence: **17**

There is no evidence for A, B, or C.

39. Blowing Hot and Cold by David White

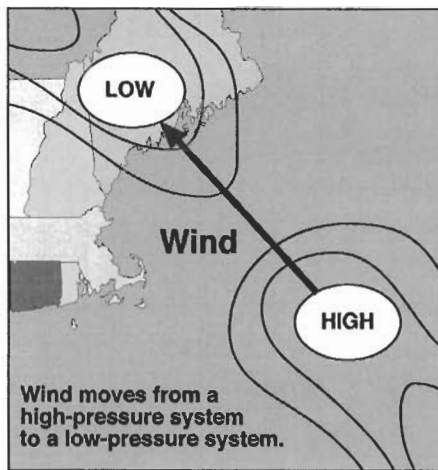
A ¹Differences in air temperature can tell us which way the wind blows. ²Hot air is lighter than cold air. ³So, the colder the air is, the heavier it is. ⁴The heavier it is, the more pressure it has (and the more it pushes downward).

B ⁵A difference in air pressure, created by differences in air temperature, causes wind. ⁶Air in a high-pressure area (cold air) will move to a low-pressure area (hot air). ⁷So, if a large pocket of cold air is east of a large pocket of hot air, the wind will blow west.

C ⁸Also, the greater the difference between the temperatures of the two pockets of air, the faster the wind blows. ⁹If the cold air is biting cold and the hot air is blazing hot, then the wind will blow at a high rate of speed between those two pockets of air.

D ¹⁰Wind is especially noticeable near the oceans. ¹¹In the daytime, the temperature of seawater is usually lower than the temperature of land at the seashore, so people on the coast almost always feel a sea breeze coming inland. ¹²At night, the temperature of the land may become cooler than the water (ocean). ¹³The breeze then switches directions and blows from land to ocean—a land breeze.

E ¹⁴Wind, the movement of air around us, is caused by differences in air temperature and pressure.



1. What causes wind? (cause/effect)

Wind is caused by differences in air pressure.

1 best evidence sentence: 5

2. What is the main idea of the passage? (main idea)

- A. to describe how wind blows
- B. to compare hot air and cold air
- C. to describe how temperature and air pressure affect wind**
- D. to describe the range of air temperatures throughout the day

A, B, and D are details. The passage tells the most about C.

3. Why does the wind along the seashore change direction at night? (conclusion)

The wind along the seashore will change direction at night if the temperature over the land becomes cooler than the temperature over the water.

2 best evidence sentences: 11, 12

4. If the wind is blowing south toward you, what does that suggest about the air pressure to the north of you? (inference)

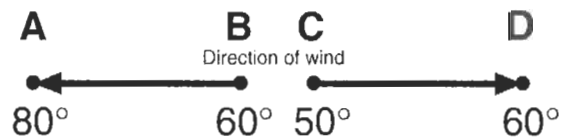
The air pressure to the north

would be higher than the air pressure where you are.

1 best evidence sentence: 6

Air moves from a high-pressure area to a low-pressure area.

5. Look at the diagram below. Between which two points is the wind blowing more quickly? (diagram use)



The wind is blowing more quickly from Point B to Point A because the difference in temperature is larger than between Point C and Point D.

1 best evidence sentence: 8

6. In the diagram above, the air above Point B is colder than the air above Point A. What two other comparisons can be made about the air above Point B and Point A? (diagram use, compare/contrast)

The air above Point B is heavier and pushes downward more than the air above Point A.

2 best evidence sentences from paragraph A: 3, 4

7. How do the words “biting” and “blazing” in sentence 9 help to describe how the air might feel? (figurative language)

“Biting cold” sounds like it would be cold enough to hurt. “Blazing heat” sounds like a fire, which would be very hot.

40. The *Challenger* Disaster by Carrie Beckwith

¹On January 28, 1986, the space shuttle *Challenger* was getting ready to blast off into space. ²Inside the shuttle were seven astronauts, one of whom was a school teacher, Christa McAuliffe.

³Christa was the first private citizen in the entire history of space travel to be chosen for a space flight. ⁴She was chosen from more than 11,000 teachers. ⁵NASA officials felt that Christa would be able to capture the experience of space travel and put it into words for students all over the world. ⁶While aboard the *Challenger*, McAuliffe's duties were to include presenting two "live" lessons: one on the roles and duties of all the astronauts aboard the *Challenger* and the second on the purpose of space exploration.

⁷Students and faculty members from McAuliffe's school were watching the event on television. ⁸They held big signs that said "We're with U Christa." ⁹It was a dangerous mission and the astronauts understood that, but they were confident and excited. ¹⁰McAuliffe hoped students would get excited about space exploration as a result of seeing her, an "ordinary person," in space.

¹¹The countdown began: "T minus 10, 9, 8, 7, 6, we have main engine start, 4, 3, 2, 1, and lift-off." ¹²Shouts and happy cheers rang out from the auditorium of McAuliffe's Concord, New Hampshire, elementary school. ¹³Seventy-three seconds later, an explosion lit up the sky. ¹⁴Someone yelled to quiet the cheering.

¹⁵"The vehicle has exploded," the voice from the television said. ¹⁶Some people cried; others stared at the television in disbelief. ¹⁷The excited cheers and happy faces of McAuliffe's students and coworkers quickly disappeared.

¹⁸Afterwards, many national leaders

spoke about the event. ¹⁹In a memorial service for the astronauts, President Reagan remembered Christa McAuliffe, who he said had "captured the imagination of the entire nation."

²⁰The next six months were spent investigating the cause of the disaster.

²¹As a result of the investigation, several changes were made to ensure a safer, more reliable space shuttle. ²²Since then, NASA has launched many successful shuttles into space.

1. What was the author's main purpose in writing this article? (author's purpose)
 - A to describe the *Challenger* disaster and members of the crew
 - B. to explain how the shuttle exploded
 - C. to describe the *Challenger* disaster and Christa McAuliffe's role in the mission**
 - D. to call attention to the importance of space exploration

A is partly correct, but no description of the other crew members is given. There is no evidence for B or D.

2. Give two examples of how Christa McAuliffe was different from the other astronauts. (compare/contrast)
 - 1. She was a school teacher.**
 - 2. She was the first private citizen chosen for a space flight.**
3. List the numbers of the two sentences that best support the idea that the people watching were excited about the *Challenger* mission. (supporting detail)

Sentences **8, 12**

4. What was going to be one of

McAuliffe's duties while aboard the *Challenger*? (reading for detail)

One of McAuliffe's duties while on board the *Challenger* was to give two "live" lessons. (It is also acceptable for students to list either of the individual lessons.)

1 best evidence sentence: **6**

5. What did McAuliffe hope would get students excited about space exploration? (conclusion)

McAuliffe hoped they would get excited because an "ordinary person" like herself was going into space.

6. From the last paragraph of the article, you can conclude that the space program (conclusion)
- A. is in danger of being done away with.
 - B. has had several disasters.
 - C. is safer than it was.**
 - D. is larger than it was.

1 best evidence sentence: **21**

There is no evidence for A, B, or D.

41. Little Green Food Factories by Cheryl Block

¹Humans and animals must eat plants or other animals to get energy. ²They cannot make their own food. ³Plants are able to make their own food through a process called photosynthesis. ⁴Most of this process takes place in the plant's leaves.

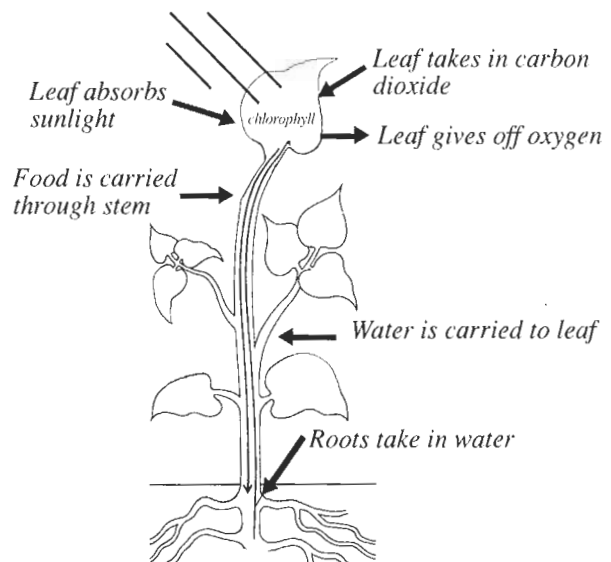
⁵A plant is like a little green food factory. ⁶Just as a factory uses raw materials to make a product, a plant uses raw materials to make its food. ⁷These raw materials are carbon dioxide and water. ⁸Leaves take in carbon dioxide from

the air through their pores (tiny openings in the surface). ⁹Roots take in water from the soil; the water passes up through the stem to the leaves. ¹⁰The plant leaves will convert, or change, these raw materials into food.

¹¹Both a factory and a plant need energy to convert raw materials. ¹²The energy for photosynthesis comes from sunlight. ¹³Chlorophyll, the pigment that gives plants their green color, absorbs the sunlight and then changes it into chemical energy.

¹⁴Using this chemical energy, the plant combines water and carbon dioxide to make sugar. ¹⁵At the same time, the plant gives off oxygen we need to breathe. ¹⁶Sugar is the food that a plant needs to survive. ¹⁷The sugar is carried from the leaves to other parts of the plant and stored. ¹⁸During winter, plants that lose their leaves must rely on this stored food until they regrow their leaves in the spring.

¹⁹Green plants are the only living things that are able to make their own food. ²⁰Even animals who eat only other animals depend on plant-eating animals for food. ²¹Humans and animals could not survive if the little green food factories stopped producing food.



1. Besides providing food, what is another way that plants help us? (conclusion)

Plants provide oxygen for us to breathe.

1 best evidence sentence: 15

2. Which of the following occurs first after chlorophyll converts sunlight to chemical energy? (sequence)

A. The plant absorbs water through its roots.

B. The plant combines water and carbon dioxide.

C. The chemical energy turns leaves green.

D. Sugar is transported throughout the plant.

1 best evidence sentence: 14

B is supported by sentence 14. A is incorrect because the roots provide water for the plant, but this is not caused by chemical energy. C is incorrect because chlorophyll turns leaves green. D is incorrect because it occurs later, after the sugar is made.

3. What is the meaning of the word *pigment* in sentence 13? (vocabulary)

A. A kind of chemical used on plants.

B. A kind of sugar produced by the plant.

C. A substance that produces color.

D. A kind of energy.

There is no evidence for A or B. In D, the pigment chlorophyll helps to convert energy, but is not a kind of energy itself. Chlorophyll gives the plant its green color.

4. Where is most of the chlorophyll in a plant located? (diagram use)

It is found in the plant's leaves.

5. Which of the following gives the main idea of the passage? (main idea)

A. Both a factory and a plant use energy to convert raw materials.

B. Humans and animals must eat plants or other animals.

C. Plants make their own food through a process called photosynthesis.

D. Chlorophyll absorbs sunlight and then changes it into chemical energy.

C is supported by paragraphs B, C, and D, which describe the photosynthesis process. A and D refer to steps in the process. B refers to animals.

6. The article compares a plant to a factory. Give two examples that show how they are alike. (compare/contrast)

Both a factory and a plant use raw materials to make a product. Both a plant and a factory need energy.

2 best evidence sentences: 6, 11

42. Ancient Egyptian Hieroglyphs by Cheryl Block

A ¹The writing system of the early Egyptians was tied to their religious beliefs. ²Ancient Egyptians used a form of picture writing called hieroglyphs. ³In early hieroglyphic writing, a picture symbol stood for the object shown. ⁴A picture of an owl meant an owl.

B ⁵Eventually, the Egyptians began to develop an alphabet. ⁶The picture symbol came to stand for the sound of the letter the word began with, rather than the object itself. ⁷For instance, the symbol of an owl came to represent the sound of the letter *m*, with which the Egyptian word for owl begins. ⁸Symbols could now be

combined to represent more complex words and ideas.

C ⁹Hieroglyphic writing was an important part of the Egyptians' belief in life after death. ¹⁰Egyptians believed that written words had magical powers that captured the spirit of a person or object. ¹¹If a person's name was written or carved, the person's spirit would remain within that writing forever after death. ¹²They also believed that if they wrote an object's name on the object itself and on the walls of the tomb, they would have that object in their next life. ¹³Names were also written on the walls in case the actual objects were removed by robbers. ¹⁴As a result, there are examples of hieroglyphic writing on the walls of tombs and temples, on statues, and on ordinary items such as mirrors.

D ¹⁵Because of their magical powers, hieroglyphs were also considered a powerful weapon. ¹⁶Removing a person's name from the tomb erased not only all memory of the person, but also his or her chance for an eternal life. ¹⁷When Queen Hatshepsut died in 1470 B.C., her stepson Tuthmosis II, who had always hated her, took his revenge by having her name and pictures removed from all her temples. ¹⁸To him and other Egyptians, it was as if she had never existed.

EGYPTIAN HIEROGLYPHS

Symbol	Object	Letter
	a foot	B as in bat
	a snake	F as in fat
	an owl	M as in mummy

- How was early hieroglyphic writing different from later hieroglyphic writing? (compare/contrast)

In early hieroglyphic writing, a picture stood for the object. In later hieroglyphic writing, the pictures came to represent letter sounds.

2 best evidence sentences: **3, 6**

- In paragraph B, how did the development of an alphabet help the Egyptians? (conclusion)

Symbols could be combined to represent more words and more complex ideas than just the names of objects.

1 best evidence sentence: **8**

- Egyptian alphabet symbols represented (reading for detail)

A. the sound of the first letter in a word.

B. the sound of the vowel in a word.

C. the sound of the last letter in a word.

D. the first syllable in the word.

1 best evidence sentence: **6**

- What did Egyptians think would happen if a person's written name were erased? (cause/effect)

A. The gods could not find that person.

B. The person would die sooner.

C. The person's spirit would be erased.

D. The person would live eternally.

1 best evidence sentence: **16**

There is no evidence for choices A or B. Choice D is contradicted by sentence 16. Egyptians believed that if a person's name were carved or

written, his spirit would remain there forever after death. (11)

5. How did writing an object's name on the wall allow the person to have that object in the next life? (inference)

Egyptians believed that the spirit of an object was captured in the writing itself. If the actual object disappeared, the spirit of it still remained in the written word.

1 best evidence sentence: 11

6. The main idea of the passage is that hieroglyphic writing was (main idea)
- A. commonly used in the Egyptians' daily lives.
 - B. found on the walls of tombs.
 - C. important to the Egyptians' belief in the afterlife.**
 - D. used mainly to decorate homes.

There is no evidence for A or D. B is a detail in the passage. C is supported by paragraphs C and D.

43. Almonds for Sale by Margaret Hockett

A ¹DELICIOUS...and so NUTRITIOUS!
²Buy Heart Almonds—They Have It All.

B Bone-Building Calcium:

³Maintain strong bones, teeth, and nails—almonds have about twice the calcium of milk!

C Tasty Treat: ⁴Each nut rewards you with a delicate flavor you won't forget!

D Convenient Snack: ⁵Grab a handful on your way out the door each morning. ⁶They pack a big nutritional punch but are small enough to take anywhere.

E Choice of Blanched or Unblanched: ⁷Blanched almonds cost a

little more, but you'll be sure of a tasty, nutritional snack that has no prussic acid.* (⁸If you choose almonds that have not been blanched, we recommend that you remove the skins yourself—see below for instructions.)

F ⁹To remove the skins from a handful of almonds, start by boiling a cup of water. ¹⁰Drop almonds carefully into the water and soak them for 20 to 30 seconds. ¹¹Drain and rinse with cold water. ¹²Finally, squeeze each almond between your thumb and finger. ¹³Be careful—the slippery almonds may try to escape by shooting out in any direction! ¹⁴But they can't escape giving you plenty of calcium for healthy bones, teeth, and nails.

*prussic acid: another name for hydrocyanic acid, a poisonous chemical

1. Why is the word *nutritious* shown as it is in paragraph A? (inference)

The author wants to emphasize that the word *nut* is contained in the word *nutritious*.

It is being used as an advertising trick.

2. From paragraph B, you CANNOT conclude that (conclusion)
- A. calcium builds strong bones.
 - B. milk contains calcium.
 - C. almonds have more vitamins than milk.**
 - D. milk has less calcium than almonds.

Though sentence 3 says that almonds have about twice the calcium of milk, there is no indication that almonds have more *vitamins* than milk. Therefore, choice C cannot be concluded.

3. Based on the information in the passage, you can conclude that prussic acid (inference)

A. is a nutrient.
B. is good for the stomach.
C. is in milk.

D. is in the almond skin.

2 best evidence sentences 7, 8

There is no evidence for A, B, or C. Sentence 7 suggests that blanched almonds have no prussic acid, and sentence 8 suggests that blanching removes the skins; therefore the skins probably contain the prussic acid.

4. If you are “careful” as it warns in sentence 13, you will most likely (application)

A. avoid the hot water.
B. hold a knife correctly.
C. keep the almond skin out of your food.

D. prevent the nut from escaping.

1 best evidence sentence: 12

By sentence 13, you are done with the hot water, so A makes no sense. There is no knife involved, so B is wrong. The warning given in 13 is about almonds escaping and is related to the squeezing described in sentence 12. Keeping the skin out of your food (C) makes no sense. Only D would prevent the loss of almonds.

5. In section F, you are told to do five different things to the almonds after boiling the water. List these five actions in the correct order. (sequence)

1. **drop**
2. **soak**
3. **drain**
4. **rinse**
5. **squeeze**

6. The author’s main purpose is to (author purpose)

A. educate you about health.
B. convince you to buy almonds.
C. describe how to remove skins.
D. entertain you with descriptions.

1 best evidence sentence: 2

7. In general, you could say that almonds are (generalization)

A. good for you.
B. difficult to eat.
C. inexpensive.
D. full of iron.

A is correct based on paragraphs B, D, and E. B is incorrect based on Section D. There is no evidence for C or D.

44. The Food Chain by Cheryl Block

A ¹What is a food chain? ²All organisms are connected by their need for food. ³Food provides energy. ⁴A food chain shows how the living things in a community are connected by who eats what. ⁵Each link in the chain represents an organism in the community. ⁶Energy is transferred through the chain as one organism feeds on another.

B ⁷All food chains begin with the producers, which are the plants. ⁸Plants are able to produce their own food. ⁹The animals in a community are called consumers. ¹⁰There are two types of consumers, primary and secondary.

¹¹Primary consumers are animals that eat only plants. ¹²Secondary consumers are animals that eat smaller animals or both plants and animals. ¹³Consumers cannot make their own food; they must rely on plants and other animals for energy.

C ¹⁴Let’s look at a woodland community as an example. ¹⁵In the woodland, grass, trees, and other plants are the producers.

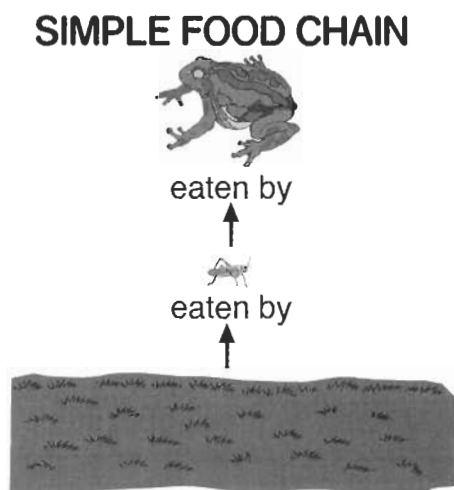
¹⁶Rabbits are primary consumers; they eat the grass and plants. ¹⁷Foxes are secondary consumers; they eat the rabbits. ¹⁸This is how a food chain is linked together. ¹⁹One organism feeds on another.

D ²⁰At the end of each food chain are the decomposers. ²¹All living things die. ²²The decomposers feed on waste products and dead matter, both plant and animal.

²³Fungi and bacteria are the main decomposers. ²⁴As they break down dead material, they add nutrients* to the soil.

²⁵These nutrients help the plants to grow, and the chain continues.

*nutrient—a substance, such as a mineral or vitamin, found in food and needed for health



1. How is a primary consumer different from a secondary consumer? (compare/contrast)

**A primary consumer eats plants.
A secondary consumer eats animals or both plants and animals.**

2 best evidence sentences: **11, 12**

2. You can conclude that plants are self-supporting because they (conclusion)

- A. produce food for animals.
- B. produce their own food.**
- C. get energy from the Sun.
- D. feed on dead matter.

1 best evidence sentence: **8**

Although A and C are facts, they do not give evidence that plants are self-supporting. There is no evidence for D.

3. Which of the following is the correct sequence in a food chain? (sequence/diagram)
 - A. A secondary consumer is eaten by a primary consumer.
 - B. A secondary consumer is eaten by a producer.
 - C. A decomposer is eaten by a producer.
 - D. A producer is eaten by a primary consumer.**

2 best evidence sentences: **7, 11**

D is correct because producers are plants, and primary consumers are animals that eat plants. A is incorrect because primary consumers eat only plants (11). B and C are incorrect because producers make their own food (7–8).

4. Which animal shown in the diagram is a primary consumer? (diagram use)

The grasshopper

5. How are all organisms in a community connected? (reading for detail)

All organisms are connected by their need for food.

1 best evidence sentence: **2**

6. In an ocean community, which of the following would be a producer? (application)

- A. whale
- B. tuna fish
- C. clam
- D. seaweed**

1 best evidence sentence: 7

7. What might happen if the rabbits disappeared from the woodland community ? (prediction)
- A. The grass would stop growing.
 - B. The foxes would have to eat grass.
 - C. The foxes would have to find other food.**
 - D. There would be too many foxes.

1 best evidence paragraph: C

8. Part of a decomposer's role in the food chain is to (supporting detail)
- A. add nutrients to the soil.**
 - B. produce its own food.
 - C. eat plants.
 - D. feed other animals.

2 best evidence sentences: 24, 25

45. Who Was Benjamin Banneker? by David White

¹In the 18th century, when most African-Americans were considered second-class citizens or property, Benjamin Banneker was making a name for himself.

²Born a free man in 1731, Banneker showed an early interest and skill in math and science. ³He was also good at designing and building things. ⁴Seeing a pocket watch for the first time when he was 19, Banneker decided to build a clock of his own. ⁵This remarkable hand-carved clock was made entirely of wood, and it kept accurate time for more than 40 years.

⁶Banneker also developed a strong interest and skill in astronomy. ⁷In fact, he correctly predicted a solar eclipse for April 14, 1789, proving wrong many well-

known astronomers. ⁸His successful prediction made him famous.

⁹Banneker's scientific ability and new-found fame led to his publishing an annual almanac, beginning in 1791.

¹⁰Each year, people of all races would read the almanac for its information on medicine, weather, moon phases, and times for sunrise and sunset.

¹¹The almanac's accuracy and its wide audience disproved a common belief of the day—that African-Americans were inferior to European-Americans. ¹²When Thomas Jefferson publicly made racist remarks, Banneker sent a strongly worded response to Jefferson along with a copy of his almanac. ¹³Jefferson was so impressed with Banneker's scientific accuracy that he sent the almanac to European scientists. ¹⁴Thus, Banneker's fame spread to Europe.

¹⁵From such widespread recognition came the opportunity for Benjamin Banneker to make his most lasting impression. ¹⁶In 1791, President George Washington appointed Banneker to the engineering group that was designing the city of Washington, D.C. ¹⁷Banneker thus became the first African-American to receive a presidential appointment.

¹⁸Pierre Charles L'Enfant, the head of the group, quit in 1792 after a disagreement and took his plans back to France.

¹⁹Banneker reproduced those plans from memory, and the new capital was born.

²⁰Benjamin Banneker published his almanac until 1802, when he was physically unable to continue. ²¹He died four years later, a famous and well-respected African-American.

1. What were the gears of Benjamin Banneker's clock made of?
(conclusion)

wood

1 best evidence sentence: **5**

2. What is the main idea of the passage?
(main idea)

- A. to show how hard work can pay off
- B. to tell how to predict a solar eclipse
- C. to describe the problems that African-Americans faced
- D. to describe a remarkable African-American's accomplishments**

3. Put these accomplishments by Benjamin Banneker in their correct time order. (sequence)

- 1 creates clock
- 3 publishes first almanac
- 5 reproduces Washington, D.C., plans
- 4 writes letter to Thomas Jefferson
- 2 predicts solar eclipse

4. How often did Benjamin Banneker publish his almanac? (read for detail)

- A. once a day
- B. once a week
- C. once a month
- D. once a year**

1 best evidence sentence: **9**

5. Which of these would Benjamin Banneker NOT have witnessed in his lifetime? (sequence/setting)

- A. The Revolutionary War (1775–1783)
- B. The Louisiana Purchase (1803)
- C. The completion of Washington, D.C. (1800)
- D. The War of 1812 (1812–1814)**

2 best evidence sentences: **20, 21**

6. List one accomplishment of Benjamin Banneker in each of the following fields: (read for detail)

Astronomy **predicted eclipse**

Architecture **designed D.C.**
Writing **published almanac**

7. Why did Thomas Jefferson send Benjamin Banneker's almanac to European scientists even though he knew the book was written by an African-American? (supporting detail)

Jefferson was impressed by Banneker's scientific accuracy.

1 best evidence sentence: **13**

46. The Land Down Under by Cheryl Block

¹The smallest of the seven continents and the only continent that is an island, Australia is unique in many ways. ²Located between the Indian Ocean and the Pacific Ocean, Australia is sometimes called the land "Down Under" because of its location in the Southern Hemisphere. ³In fact, the name Australia comes from a Latin word meaning "southern."

⁴While Australia has rain forests, plains, and mountains, nearly a third of Australia is desert. ⁵It has a larger percentage of desert land for its size than any other continent and is also the driest, except for Antarctica. ⁶The largest desert in Australia is called the Outback. ⁷In over two-thirds of the country, the average annual rainfall is less than twenty inches.

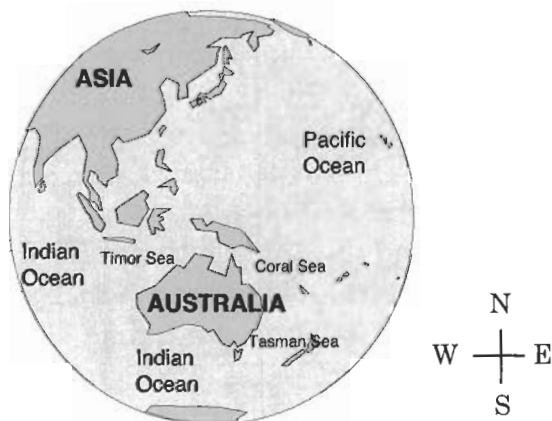
⁸Australia is also the flattest continent. ⁹This is the result of millions of years of erosion by wind, rain, and heat.

¹⁰The world's largest coral reef, the Great Barrier Reef, is located in the Coral Sea off the coast of Australia. ¹¹It measures about 1250 miles (2,025 km) in length.

¹²Because Australia was geographically isolated for millions of years, unique varieties of animals have developed there.

¹³Australia has pouched mammals (marsupials) such as the kangaroo and the wallaby, and egg-laying mammals like the duck-billed platypus. ¹⁴Only in the last two hundred years have new animal species been introduced by settlers from Europe and Asia.

¹⁵Given all of its unusual features, Australia would be a fascinating place to visit.



1. Which two statements support the idea that Australia is unique compared to other continents? (compare/contrast)

- A. Australia is flattest.**
- B. Australia is in the Southern Hemisphere.
- C. Australia is an island.**
- D. Australia has rain forests.

1 best evidence sentence for each: 8, 1

B is incorrect because the fact that Australia is located in the Southern Hemisphere does not make it unique; there are other continents in the Southern Hemisphere. D is incorrect because this feature is not unique to Australia.

2. Which of the following was the greatest influence in the development of Australia's unusual animal population? (cause and effect)

- A. Australia lies in the Southern Hemisphere.
- B. Australia was isolated for millions of years.**
- C. Australia has a large percentage of desert.
- D. Australia has the world's largest coral reef.

1 best evidence sentence: 12

3. Where does the name *Australia* come from? (reading for detail)

The name comes from a Latin word meaning "southern."

1 best evidence sentence: 3

4. Which of the following statements from the passage is an opinion? (fact/opinion)

- A. While Australia has rain forests, plains, and mountains, nearly a third of Australia is desert.
- B. Australia is also the flattest continent.
- C. Only in the last two hundred years have new animal species been introduced by settlers from Europe and Asia.
- D. Given all of its unusual features, Australia would be a fascinating place to visit.**

The first three sentences give factual information about Australia. The fourth sentence makes a personal judgment about visiting Australia.

5. The author's main purpose in writing this article is to (author purpose)
 - A. show how geographic isolation has affected Australia in many ways.
 - B. describe how Australia is different compared to other continents.**

- C. show that Australia is the smallest of the continents.
- D. describe how unique Australia's animal life is.

3 best evidence sentences: **1, 5, 8**

1, 5, and 8 make a direct comparison between Australia and other continents.

6. Which sea is located to the northeast of Australia? (map reading)

- A. Timor Sea
- B. Coral Sea**
- C. Tasman Sea
- D. Pacific Ocean

47. Dress Like an Egyptian by Margaret Hockett

A ¹Early Egyptians dressed according to their wealth and their role in society.

²Those who did common work wore what was practical, and those who were rich wore what was beautiful.

B ³The clothing of servants and laborers was simple and inexpensive. ⁴It was usually white in color and rough in quality. ⁵Not only was simple dress cheaper, it was easier to work in. ⁶Men wore a cloth like a Scottish kilt. ⁷Women wore long skirts with plain shawls or dresses without sleeves, and no jewelry.

⁸Children often wore nothing at all. ⁹Even their scalps were bare because they were shaved to prevent lice.

C ¹⁰Wealthy people dressed differently. ¹¹They wore colorful clothing, though fabric dye was expensive (the vibrant colors, such as gold and yellow were especially costly). ¹²They could afford delicate linens of fine quality (so fine that some were as transparent as a screened window.) ¹³The rich sometimes wore pleated and loosely flowing robes that would have ruled out hard work. ¹⁴The

rich also wore wigs, eye makeup, perfume, and jewelry. ¹⁵Even children wore jewels about the neck.

D ¹⁶Yes, the dress of the poor was practical for labor while the decorations of the rich were not. ¹⁷However, these rich decorations did serve at least two purposes. ¹⁸They made the wearer feel beautiful. ¹⁹They also reminded the working-class Egyptians of the rank and majesty of those who were wealthy.

1. Choose the ending that completes the main idea of the passage: Early Egyptian dress style was (main idea)

- A. based on wealth.**
- B. too expensive.
- C. beautifully displayed.
- D. often simple and rough.

1 best evidence sentence: **1**

2. Why do you think the lower class wore mostly white clothing? (inference)

- A. White was a symbol of innocence.
- B. Colored cloth was not permitted.
- C. Rough cloth came in white only.

D. Fabric dyes were too expensive.

1 best evidence sentence from paragraph C: **11**

3. As used in sentence 11, the word *vibrant* means (vocabulary)

- A. bright.**
- B. dull.
- C. many.
- D. dark.

Sentence 11 suggests that gold and yellow dyes were used to make the vibrant clothes, so only choice A makes sense.

4. The very wealthy Egyptians dressed splendidly for several reasons. Which

of the following was NOT a reason for their style of dress? (inference)

- A. It made them feel beautiful.
- B. It showed their majesty.
- C. They could buy it cheaply.**
- D. They did not have to work hard.

Sentence 18 shows that A is true.
Sentence 19 shows that B is true.
Sentence 13 implies that D is true since only those who didn't have to labor could wear fine dress. Sentences 11 and 12 suggest that the clothes were expensive.

5. You can tell from sentence 12 that transparent clothing is easy to (vocabulary)

- A. recognize.
- B. clean up.
- C. do work in.
- D. see through.**

Since the clothing is compared to a screened window, we infer that the author is stressing the ability to see through the material.

6. Why might it have been difficult for a servant to work in clothing like that of the wealthy? (prediction)

She or he might get the clothes caught and either ruin them or hurt him/herself.

The clothes were often loose and flowing, according to sentence 13.

7. Why do you think a pharaoh (ruler) might dress even more elaborately than the wealthy class? (application)

He would have wanted to set himself apart as more important so they would respect him as their superior.

(Students can answer this by taking

the information in sentence 19 one step further.)

48. Natural Rhythm by Margaret Hockett

A ¹Many of us think of rhythm as the regular patterns of sound in music. ²But where did rhythm come from? ³Rhythm has been around since there have been ears and minds to appreciate it. ⁴For example, within our bodies, our hearts beat with a regular tha-thump, tha-thump. ⁵From the world around us come the flap-flap of bird wings and the steady pelting of rain accented by the baBOOM of thunder. ⁶These patterns of sound fascinate us humans. ⁷We create various rhythms with our voice, with our hands, and with objects.

B ⁸Early rhythm was primitive. ⁹The first planned rhythms were probably made by clapping hands and pounding sticks on logs. ¹⁰The pattern would have been simple, with one hit as hard as the next and equal time between hits: whack-whack-whack-whack. ¹¹Before long, other objects would have been added and the patterns would have grown more complex: da-da WHACK adeedle, da-da WHACK adeedle.

C ¹²Humans have developed the "logs" into hundreds of percussion* instruments from bongos to snares. ¹³Modern recording artists use a number of complex rhythms within a single work of music. ¹⁴These days, most of us are content to listen to their recordings instead of playing instruments of our own.

D ¹⁵Does this mean we have left our own natural rhythm-making ability behind?

¹⁶Can we no longer relate to our rhythmical roots? ¹⁷Let's try a test and see:

- ¹⁸1) Play a recording of your favorite music.

- ¹⁹2) Close your eyes as you listen to the rhythm.
²⁰3) Check your body.

E ²¹Chances are, you're tapping your feet and swaying back and forth! ²²Yes, you've picked out a simple, regular pattern in that music—and you've still got that natural human rhythm.

*percussion: hit or struck to make sound

1. Describe how the cymbal in an orchestra could be compared to thunder. (compare/contrast)

Both make loud, crashing sounds. Both occur occasionally rather than steadily. Both add accent to surrounding sounds.

Sentence 5 describes how thunder is loud and occasionally accents the steady sound of the rain. A cymbal in an orchestra has a similar effect.

2. The author uses the made-up word “baBOOM” in sentence 5. From paragraph B, give another example of made-up word. (figurative language)

whack, da-da WHACK adeedle

Explain why you think these “words” are used.

The words are used to describe actual sounds. The words themselves sound like what they are describing.

3. As used in sentence 8, *primitive* means (vocabulary)

- A. simple.**
 B. loud.
 C. grunted.
 D. early.

There is no evidence for B or C. It

would make no sense to say “Early rhythm was early,” so D is probably incorrect; the author probably intended another meaning of the word. A makes more sense in the story context.

4. The “logs” mentioned in sentence 12 refer to what kind of instruments? (figurative language)

- A. wind instruments
B. drums
 C. organs
 D. brass instruments

1 best evidence paragraph: **B**

Sentence 12 says the logs were refined into *percussion* instruments. Given the definition for *percussion* (hit or struck to make sound), only choice B makes sense. Paragraph B describes logs in a way that can be understood as “drums.” Also, bongos and snares are types of drums.

5. In sentence 15, why does the author ask whether we have left our rhythm-making ability behind? Choose all of the following that apply. (inference)

- A. She doesn't know the answer.
B. She wants to introduce a test.
C. She wants to make us think.
 D. She stresses an earlier question.

Choices B and C are the best answers because the author does introduce a test shortly after the question, and she does want to make us think, as evidenced by the question and the test. A is contradicted by the “test” she gives you and the results she predicts: that we are tapping and swaying (21), and that we still *do* have our natural rhythm (22). There is no evidence for D.

6. The purpose of paragraph B is to describe how (author's purpose)
- A. rhythm became more complicated.**
 - B. objects were used to make rhythm.
 - C. rhythm could make us healthy.
 - D. particular patterns were created.

Choices B and D give only details of paragraph B. D refers to examples of how the patterns went from simple to complex. There is no evidence for choice C.

7. Paragraph A gives an example of rhythm that occurs in our bodies. What is that example? (reading for detail)

Our heartbeat is given as an example of rhythm.

49. Jackie Robinson, All-star by Margaret Hockett

A ¹Jackie Robinson was a superb baseball player. ²However, in the 1940s, a black man had little hope of playing in the major leagues. ³Little hope, that is, until Branch Rickey came along.

B ⁴Branch Rickey was general manager for the Brooklyn Dodgers. ⁵After World War II, the Dodgers needed to rebuild their team. ⁶Rickey decided to tap a new source of talent and hire the Dodgers' first black player. ⁷He found Jackie Robinson.

C ⁸Rickey knew that many people would object to Jackie's presence and would try to get him to quit. ⁹He told Robinson he'd need "guts enough not to fight back" when people said or did mean things to him. ¹⁰He would be accepted only if he were *more* of a gentleman than anyone else in baseball.

D ¹¹Robinson understood. ¹²He knew it would be hard, but he agreed to take the taunts without fighting back.

E ¹³At first, some of his own teammates were against him. ¹⁴Restaurants refused to serve him. ¹⁵Both fans and players called him names. ¹⁶Some opposing players even tried to "spike" Jackie at first base by stepping on his foot. ¹⁷But when Jackie wanted to fight back, he remembered his promise. ¹⁸He remained silent.

F ¹⁹Jackie Robinson concentrated on playing ball. ²⁰He was bold and speedy, and he stole more bases than anyone else. ²¹His teammates came to like and respect him. ²²His daring moves brought excitement to the games. ²³Fans came especially to watch Jackie. ²⁴He played so well, in fact, that by the end of his first season he was named Rookie of the Year. ²⁵Robinson went on to play nine more seasons for the Dodgers.

G ²⁶It was largely because of his self-control that Jackie Robinson was accepted in major league baseball. ²⁷In fact, he paved the way for many black athletes whose skill and sportsmanship we admire today.

1. From paragraph A, you can tell that Jackie Robinson probably started playing for the Dodgers during what decade? (reading for detail)

1940s

2 best evidence sentences: **2, 3**

Saying that black people had little hope in the 1940s before Rickey came along implies that it was in the '40s that he found and hired Robinson. This is also supported by sentence 5 referring to the period after World War II.

2. As used in sentence 12, what could the word *taunts* mean? (vocabulary)
 - A. pitches**

- B. jobs
- C. insults**
- D. offers

1 best evidence paragraph: **C**

Paragraph C shows that the reason Jackie needed to be tough was that people would say and do mean things to make him quit. In this context, only choice C makes sense.

3. Which of the following was probably NOT an important ingredient of Jackie Robinson's success?
(conclusion)
- A. strong self-control
 - B. ability to steal bases
 - C. ability to fight back**
 - D. advice from Rickey

It was not his ability to fight back, but rather his ability to control the desire to fight back, that helped Jackie succeed (sentences 9, 10, 26).

4. By "having guts enough *not* to fight back," Rickey probably meant that Jackie would have to (inference)
- A. claim rights.
 - B. remain calm.**
 - C. lecture others.
 - D. argue back.

1 best evidence sentence: **10**

By "guts enough *not* to fight back" in Sentence 9, we can understand that Rickey means not to argue or fight when people say or do mean things. Only choice B is similar.

5. Number the following events in the order they occur in the passage.
(sequence)
- 5** A. Jackie is Rookie of the Year.
 - 4** B. Fans are impressed with Jackie's skill.
 - 1** C. World War II ends.

- 2** D. Jackie is told to be gentlemanly.
- 3** E. Jackie's self-control is challenged.

6. Why did Branch Rickey look for a black baseball player for the Dodgers?
(cause/effect)

The team needed to rebuild, and he decided to draw from a new source of talent.

2 best evidence sentences: **5, 6**

7. What caused Jackie to remain silent when players tried to "spike" him?
(cause/effect)

Remembering his promise not to fight back kept Jackie silent.

2 best evidence sentences: **17, 18**

50. Magellan's Voyage Around the World by David White

¹Ferdinand Magellan was the first explorer to lead a voyage that circled the globe. ²In doing so, he helped prove once and for all that the world was round.

³Magellan was 12 when Christopher Columbus first landed in the New World in 1492. ⁴Magellan went to school to learn how to be a page—an assistant at the royal court of Portugal. ⁵While in school, he learned celestial navigation, which is how to find your way in uncharted water or open seas by following the stars. ⁶His studies created in him a lifelong desire to explore. ⁷After several years as a page, he left the Portuguese court for a life at sea.

⁸Magellan wanted to lead his own voyage and tried unsuccessfully to persuade the king of Portugal to finance it. ⁹He finally won financial support from the king of Spain. ¹⁰In 1519, Magellan set off as captain of a five-ship Spanish

expedition. ¹¹The goal was to find a way to Asia by going west.

¹²Legends told of El Paso—a water passage that went through the newly discovered American continents. ¹³A year into the voyage, Magellan found this passage. ¹⁴It was at the southern tip of South America.

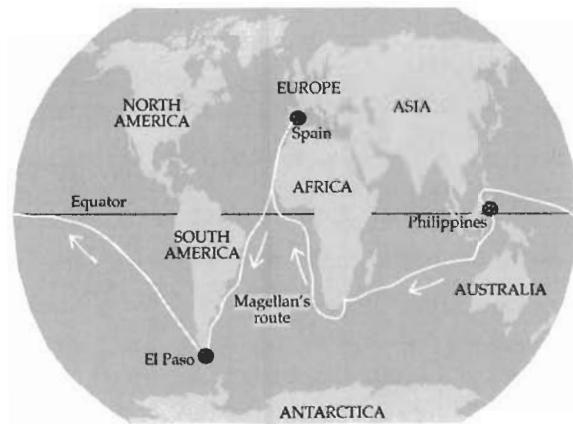
¹⁵The sailors were not happy with Magellan because the water and winds were very cold. ¹⁶Still, they sailed on.

¹⁷After making it through the passage, Magellan and his men sailed 98 days across the Pacific Ocean without once seeing land. ¹⁸(Maps at the time showed the ocean to be small.)

¹⁹Finally, Magellan reached Guam. ²⁰It was 1521—two years after the voyage had begun. ²¹Their food supply had long since run out, and the sailors were famished. ²²The people of Guam gave the sailors lots of exotic foods and fresh water. ²³They rested for a few days. ²⁴Some would have been happy to stay, but Magellan wanted to go on. ²⁵Nine days later, they reached the Philippines.

²⁶While there, Magellan tried to spread his religion to anyone who would listen. ²⁷He was successful in converting the natives of one island, but he was killed by natives on another island. ²⁸The voyage continued without him, though. ²⁹Only one ship was left in the end. ³⁰The *Victoria* returned to Spain in 1522. ³¹The voyage around the world was complete.

³²Even though Magellan himself did not survive the voyage, his discovery did. ³³The world was indeed round.



1. How long did the voyage last?
(reading for detail)

The voyage lasted three years.

2 best evidence sentences: **10, 30**

The voyage ended in 1522 and began in 1519. $1522 - 1519 = 3$.

2. According to the passage, which of these was NOT a part of Magellan's many travels? (supporting details)

- A. sailing the seas
- B. exploring the world
- C. spreading religion
- D. conquering countries**

A (7), B (6), and C (26) are mentioned in the passage as being purposes of Magellan's travels. There is no evidence for D.

3. Why did Magellan ask the king of Spain to send him on a voyage?
(cause/effect)

He was unable to get financial backing from his own king.

1 best evidence sentence: **8**

4. Number these events in correct time order as performed by Magellan.
(sequence)

- 5** lands in Philippines
- 2** finds El Paso

- 4 reaches Guam
- 1 studies to be a page
- 3 sails into the Pacific Ocean

5. What is Magellan's voyage famous for? (main idea)

The voyage proved once and for all that the world was round.

2 best evidence sentences: 2, 33

6. What could have convinced Magellan to continue sailing the Pacific Ocean even though the crew had gone for days without seeing land? (inference, cause/effect)

Maps of the time showed the Pacific Ocean to be small. Magellan thought land was just ahead.

1 best evidence sentence: 18

7. Which of these words is closest in meaning to *famished*, as used in sentence 21? (vocabulary)

- A. lost
- B. sore
- C. tired
- D. hungry**

Since their food supply had run out, the sailors were probably hungry. This is supported by sentence 22, also.

8. Explain why celestial navigation, as described in sentence 5, was useful to sailors. (conclusion)

It was useful because you could find where you were at sea even if you didn't see land.

GLOSSARY OF TERMS

character trait: A person's individual qualities, such as greed or kindness.

conflict: The tension or opposition between two characters, or between a character and some opposing force, such as society.

figurative language: Words and phrases used to compare two unlike things or to mean something other than their actual meaning. Similes and metaphors are types of figurative language.

generalization: A broad statement that is made about a group of things in general, based on one or more samples from the group.

inference: Information that is suggested in a story, but not directly stated.

metaphor: A comparison between two things which says that one thing is another.

Example: The flowers were bright flags signaling the return of spring.

narrator: The person or character who is telling the story.

plot: The structure of the story around which events occur. Most plots begin with a problem or conflict that builds to a high point and is then resolved.

point of view: The narrator's focus in telling the story. In a first person viewpoint, the narrator is a character in the story. In a third person viewpoint, the narrator is observing the story characters.

resolution: Solving the problem or conflict in a story.

setting: The particular time and place in which a story occurs.

simile: A comparison of two things, using the words *like* or *as*.

Example: His nose glowed like a lantern in the night.

theme: The underlying meaning of the story. It is a comment or view about life or human nature in general that is woven throughout the story. It may be stated directly or revealed through the character's words and actions and the story's events.

LITERATURE CITATIONS

Fudge-a-mania

From FUDGE-A-MANIA by Judy Blume, copyright (c) 1990 by Judy Blume. Used by permission of Dutton Children's Books, a division of Penguin Putnam Inc.

Mr. Popper's Penguins

From MR. POPPER'S PENGUINS by Florence & Richard Atwater. Copyright (c) 1938 by Florence Atwater and Richard Atwater; copyright (c) renewed 1966 by Florence Atwater, Doris Atwater and Carroll Atwater Bishop. By permission of Little, Brown and Company (Inc.).

Maniac Magee

From MANIAC MAGEE by Jerry Spinelli. Copyright (c) 1990 by Jerry Spinelli. By permission of Little, Brown and Company (Inc.). World publication by permission of Ray Lincoln Literary Agency.

Owls in the Family

From OWLS IN THE FAMILY by Farley Mowat. Copyright (c) 1961 by Farley Mowat Ltd.; copyright (c) renewed 1989 by Farley Mowat Ltd. By permission of Little, Brown and Company (Inc.).

Where the Red Fern Grows

From WHERE THE RED FERN GROWS by Wilson Rawls. Copyright (c) 1961 by Sophie S. Rawls, Trustee, or successor Trustee(s) of the Rawls Trust, dated July 31, 1991. Copyright (c) 1961 by The Curtis Publishing Company. Used by permission of Dell Publishing, a division of Random House, Inc.

Island of the Blue Dolphins

Excerpt from ISLAND OF THE BLUE DOLPHINS. Copyright (c) 1960, renewed 1988 by Scott O'Dell. Reprinted by permission of Houghton Mifflin Company. All rights reserved.

Blue Willow

From BLUE WILLOW by Doris Gates, copyright 1940 by Doris Gates, renewed (c) 1968 by Doris Gates. Used by permission of Viking Penguin, a division of Penguin Putnam Inc.

The Witch of Blackbird Pond

Excerpt from THE WITCH OF BLACKBIRD POND. Copyright (c) 1958, renewed 1986 by Elizabeth George Speare. Reprinted by permission of Houghton Mifflin Co. All rights reserved.

Charlie's House

From CHARLIE'S HOUSE by Clyde Robert Bulla Copyright (c) 1993 by Clyde Robert Bulla. Reprinted by permission of Alfred A. Knopf, a division of Random House, Inc.

READING DETECTIVE™ B SAMPLE ACTIVITY

On the following pages is a sample activity from our popular reading series, *Reading Detective™*. There are currently three books in the series, *Beginning Reading Detective*, grades 3–4, *Reading Detective A1*, grades 5–6, and *Reading Detective B1*, grades 7–8. The following sample is from the *B1* book.

- *Reading Detective™* is based on national and state reading standards. These books, however, go beyond current reading comprehension materials by requiring 1) a higher level of analysis and 2) evidence to support answers. Students are asked to read a passage, then answer a variety of questions, supporting their answers with specific evidence from the passage. This skill, required by most state standards, is not often addressed in the available reading materials.
- Skills covered include basic reading skills such as reading for detail and identifying the main idea, literary analysis skills such as analyzing character traits and identifying setting, and critical thinking skills such as making inferences and distinguishing between cause and effect.

Each book includes excerpts from works of award-winning authors and original fiction in a variety of genres: mystery, fantasy, adventure, humor. Nonfiction articles cover topics in science, social studies, math, and the arts that coincide with classroom curriculum.

For further samples and information on the *Reading Detective™* series, see our web site at www.criticalthinking.com.

20. Old Woman of the Oak by Margaret Hockett

¹I crossed the stream, wound my way through the bushes, and came to a clearing.

²The oak sprawled before me.

³I pressed a dark knot on the pale gray trunk. ⁴A rope ladder immediately snaked its way down through rustling red leaves.

⁵A note had been tacked to the third rung: CAREFUL, JUDE. ROPE WET. ⁶That was Old Meg, never one to waste words.

⁷Soon, I was swinging my legs into the entrance. ⁸Meg sat in her "living room" in the oak she called home. ⁹She was as gnarled as the tree, but her eyes usually crackled with fire. ¹⁰Today they were flat.

¹¹"Won't be much longer," she said.

¹²"They're going to bulldoze the field for the new road."

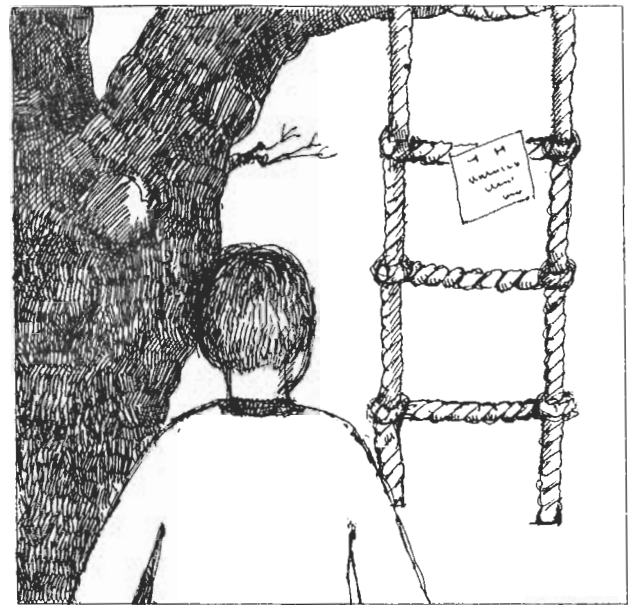
¹³"No way!" I said in disbelief. ¹⁴"We'll stop them—" ¹⁵She held up her hand.

¹⁶"But where will you go...?" I started.

¹⁷She was moving her rocker back, baack, baaack—until it was on the edge of the runner and you thought she was going all the way over!—and then forward.

¹⁸She'd do that when she was making up her mind.

¹⁹"Been here 'bout long enough. ²⁰Seen the sun set nine thousand times, and ain't none of them been the same as the one



before." ²¹I followed her gaze past dewy leaves, a patch of meadow, and jutting rocks of the coast. ²²An inky line was forming a boundary between sea and sky. ²³Suddenly, it spread, as if an artist were washing the scene with a dark tint. ²⁴My mood darkened with it as Meg's meaning came home to me.

²⁵"I'm leaving you my Oak Log," she announced. ²⁶Her precious journal! ²⁷Meg thought the road project was a sign that her time had come, that her life was over! ²⁸I couldn't accept that.

²⁹As I walked back to town, I ignored the slapping branches, the wet stream, and the cold night. ³⁰I was making a plan.

SAMPLE QUESTIONS

2. Paragraph B suggests that Meg's speech is

A. brief.
B. lengthy.
C. mean.
D. descriptive.

Give the number of the sentence that best supports your answer. ____

3. In sentence 9, the word "gnarled" most likely means

A. hard.
B. twisted.
C. tall.
D. awesome.

4. Why did Jude need to be careful in climbing to Meg's home?
- _____

6. Jude is most likely to make a plan to
- A. force Meg to move.
B. move in with Meg.
C. get the Oak Log.
D. stop the bulldozing.

List the numbers of the 2 sentences that best support your answer. ____, ____

10. In sentence 24, what does Jude infer from Meg's comments?

Give the number of the sentence that confirms Jude's inference. ____

SAMPLE ANSWERS

2. Paragraph B suggests that Meg's speech is (character trait)

A. brief.
 B. lengthy.
 C. mean.
 D. descriptive.

1 best evidence sentence: 6

3. In sentence 9, "gnarled" most likely means (vocabulary)

A. hard.
B. twisted.
 C. tall.
 D. awesome.

Since "gnarled" is contrasted with the liveliness of her eyes, the author probably wants to show that Meg's body is aged, as a tree with knots and twisted branches.

4. Why did Jude need to be careful in climbing to Meg's home? (reading for detail)

The rope was wet.

6. Jude is most likely to make a plan to (predict outcome)

A. force Meg to move.
 B. move in with Meg.
 C. get the Oak Log.
D. stop the bulldozing.

2 best evidence sentences: 13, 14

Choice D is supported by sentences 13 and 14, which show that Jude has strong feelings against the bulldozing. B is unlikely because there is no evidence that moving in with Meg would help. Since Meg is already going to give Jude the Oak Log, C is incorrect. A is a possibility but is unsupported.

10. In sentence 24, what does Jude infer from Meg's comments? (inference)

He probably infers that Meg thinks her time has come to leave or die or both.

1 best evidence sentence: 27

SAMPLE ANSWERS

2. Paragraph B suggests that Meg's speech is (character trait)

A. **brief.**
 B. lengthy.
 C. mean.
 D. descriptive.

1 best evidence sentence: 6

3. In sentence 9, "gnarled" most likely means (vocabulary)

A. hard.
B. twisted.
 C. tall.
 D. awesome.

Since "gnarled" is contrasted with the liveliness of her eyes, the author probably wants to show that Meg's body is aged, as a tree with knots and twisted branches.

4. Why did Jude need to be careful in climbing to Meg's home? (reading for detail)

The rope was wet.

6. Jude is most likely to make a plan to (predict outcome)

A. force Meg to move.
 B. move in with Meg.
 C. get the Oak Log.
D. stop the bulldozing.

2 best evidence sentences: 13, 14

Choice D is supported by sentences 13 and 14, which show that Jude has strong feelings against the bulldozing. B is unlikely because there is no evidence that moving in with Meg would help. Since Meg is already going to give Jude the Oak Log, C is incorrect. A is a possibility but is unsupported.

10. In sentence 24, what does Jude infer from Meg's comments? (inference)

He probably infers that Meg thinks her time has come to leave or die or both.

1 best evidence sentence: 27